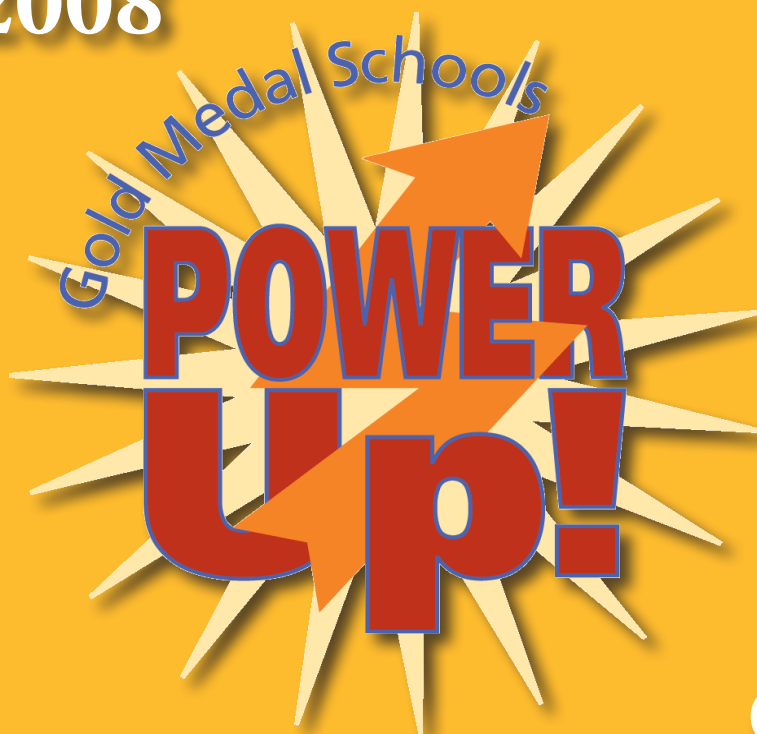


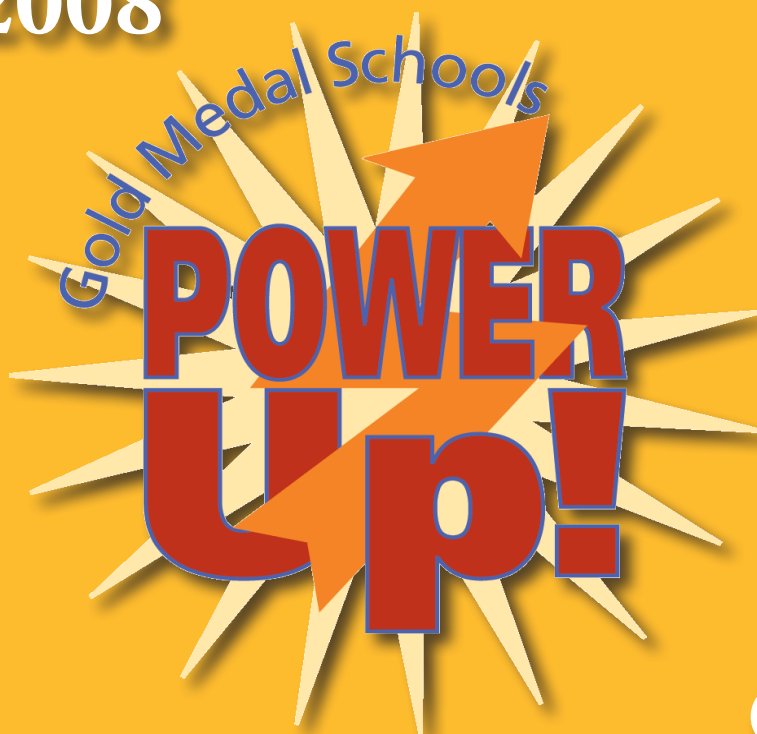
2007-2008



Guide

<u>Criteria Breakdown</u>	2
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2007-2008

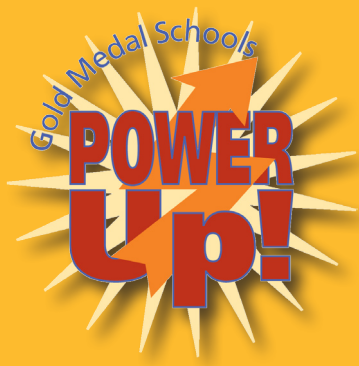


Guide

Bronze

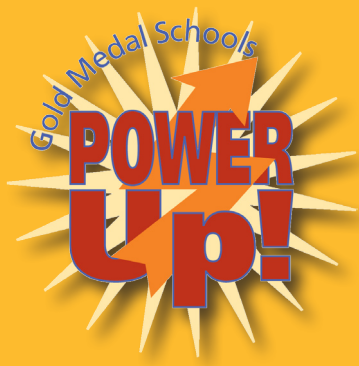
The following sections provide step-by-step instructions for implementing the criteria.

<u>Bronze Criteria</u>	3
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Bronze Criteria

1. Write a policy mandating a tobacco-free school and post tobacco-free signs at entrances.
2. Establish a School Health Council or strengthen an existing one.
3. Establish a student Power-Up Committee.
4. Create a Gold Medal Mile course at your school.
5. Complete and submit the baseline GMS Power-Up surveys.



Bronze #1

Write a policy mandating a tobacco-free school and post tobacco-free signs at entrances.

Criteria Requirements

As a part of the [Utah Indoor Clean Air Act](#) (Page 83), tobacco-use is prohibited in all Utah “public or private elementary or secondary school buildings and educational facilities, or the property on which those facilities are located.”

In order to complete this criterion a comprehensive tobacco-free policy must be written for your school. To be considered comprehensive the policy must include at least 11 of the 14 points on the checklist; keep in mind some points are required. If an existing school or school district policy meets at least 11 points on the checklist, you will not be required to write a new policy. The school-wide adoption of a tobacco-free policy sends a powerful message, that tobacco-use will not be tolerated, to students, staff, parents, and the community.

The Power-Up program recommends that one tobacco-free sign is placed at each entrance, however, the minimum requirement for completion of this criterion is that one sign be posted at the primary entrance of the school. Sign(s) can be obtained free of charge from your Local Health Department once your school’s tobacco-free policy has been approved.

Resources

Tobacco Policy 14 Point Checklist

[Page 7](#)

UDOH Tobacco Prevention and Control Program (TPCP)

www.tobaccofreeutah.org

Karlee Adams

School Tobacco Prevention Specialist

801-538-6992

karleeadams@utah.gov

Bronze #1

School Health Council Assignments

*Assignments can be delegated to School Health Council Members

- Find and review the current policy.
- If the current policy does not meet at least 11 points, write a new comprehensive policy using the tobacco-free school policy template (14 points checklist).
- Send a draft of the tobacco-free school policy to your Local Health Department for review.
- Once approved, give the policy to your principal to review and sign.
- Determine how your school will implement the policy.
- Promote awareness of the policy among school leaders and teachers.
- Determine best channels to reach teachers, parents, and school policy makers.
- Introduce the policy in a faculty meeting.
- Assess awareness of the policy among school faculty and staff.

Ideas for Completing School Health Council Assignments

- Place a copy of the policy in the faculty room.
- Instruct school staff on the policy during a staff meeting/training at the beginning of the year. Provide them with a copy of the policy.
- Develop a policy brochure, or a copy of the policy that can be distributed to school staff, parents, or community members.
- Display existing tobacco cessation information where faculty and staff can see it. Contact your Local Health Department for materials.
- Post existing tobacco posters around the school. Contact your Local Health Department for materials.
- Introduce the new policy in conjunction with Red Ribbon Week in October.



Bronze #1

Power-Up Committee Assignments

- Create school-wide awareness of the tobacco-free policy.

Ideas for Completing Power-Up Committee Assignments

- Work with drama classes to perform tobacco-free skits during lunch or assembly.
- Encourage students to make posters advertising the tobacco-free policy.
- Encourage students to make additional tobacco-free signs for school grounds.
- Write an article about the tobacco-free policy for your school newsletter.
- Create a flyer and send home with students, or pass out at parent teacher conferences.
- Utilize the school morning news program (if available).
- Make an announcement over the school intercom.



Bronze #1

Sample Tobacco Free School Policy Template (14 Point Checklist)

A policy defines an action a school will be taking. Policies make lasting changes because they stay with the school through faculty and administrative changes.

A Gold Medal Schools Power-Up policy must include an Intent, Rationale, Reinforcement and the principal's signature. Use this template to write your policy.

The policy must include 11 of the following points:

1. Rationale to justify need.
2. *Identify to whom it applies (students, staff, and visitors).
3. *Identify where it applies (school buildings, grounds, athletic events, etc.).
4. *Identify when it applies (during school and non-school hours, at school and non-school sponsored functions held on school grounds, etc.).
5. Prohibit tobacco advertising (e.g. signs, t-shirts, or caps or through school sponsored events).
6. *Require that all students receive instruction on how to avoid tobacco-use.
7. *Identify access and referral to cessation programs for students and staff.
8. *Address enforcement and violation issues.
9. *Identify and elaborate on enforcement strategies for all students, staff and visitors.
10. Identify and elaborate on roles and responsibilities of those who will be involved in enforcement.
11. *Develop/identify consequences for violation for students, staff and visitors. Be creative!
12. Address how educational and cessation programs will be used instead of punitive programs for student violators.
13. *Specify whether the school policy is consistent with the state and local laws.
14. Discuss procedures for communicating the policy to students, all school staff, parents or families, visitors, and the community.

*Required points



Bronze #1

Tobacco-Free School Policy

Intent: The Board of Education strives for tobacco-free schools and guiding students and staff who use these products to resources for help. The Board of Education of _____ School District recognizes that students develop best academically, emotionally, socially, and physically when their bodies and minds are free from harmful substances. A policy will be written that prohibits the use of tobacco on or around school grounds.

Rationale: Despite major national movements to undermine tobacco companies and tobacco marketing, tobacco-use is still the leading cause of preventable death, disease, and disability in the United States. Tobacco-use is addictive. Illnesses caused by tobacco-use increase demands on the U.S. healthcare system. Statistics show most people who use tobacco begin before they reach the age of 18. Many children and adolescents do not understand health consequences of tobacco-use. Evidence shows that school health programs can be an effective means of preventing tobacco-use among youth. Providing effective tobacco-use prevention education is important for the _____ School District.

POLICY

- a. In accordance with the Utah Indoor Clean Air Act, tobacco-use by students, district employees, parents, and visitors on school or district property, in school-owned vehicles, and at school-sponsored functions away from school property is prohibited. Tobacco-use on school district property is prohibited during school and non-school hours. In the event that any student or staff member is found using tobacco, the school administrator will offer the student or staff member the option of completing a cessation class. If they choose not to participate in a cessation class, the student will be suspended for the day and referred to local law enforcement and processed through the court system according to Utah laws.
- b. Possession of tobacco products or tobacco paraphernalia by students is prohibited within 1000 feet of school property. In the event that any student violates this policy, a school administrator will first offer the student a cessation class. If the student refuses this option, he/she will be processed through the court system.
- c. No tobacco advertising will be permitted in any form in the school buildings, at school functions, or in school publications.
- d. Endorsement of or sponsorship in any form of school-related events by tobacco companies is prohibited.
- e. Clothing and other articles of attire worn at school or on district property may not display advertisement for, endorsements of, or implication of tobacco, tobacco companies or tobacco-use in any form. This policy applies to students and staff; parents and visitors of district buildings are also encouraged to support and follow this policy. In the event that any student or staff is in violation, the following will occur:



Bronze #1

- i. First offense: the person will be notified of the policy and asked to return home to change clothing.
 - ii. Second offense: The student will be suspended for the day. The employee will receive a written warning in his/her file and will be asked to return home to change clothing.
- f. The sale, delivery, transfer or distribution of tobacco or tobacco paraphernalia in any form by a student, employee, parent, or visitor to anyone under the age of 19 is strictly prohibited when it occurs in the school building, in or on school district property, within 1000 feet of school property, or within 1000 feet of any school-sponsored activity. In the event that a student or employee is in violation, the following will occur:
 - i. First offense: The student will be required to participate in a school-based tobacco cessation class; the employee will be referred directly to law enforcement and will receive a written warning in his/her file.
 - ii. Second and additional offenses: The student will receive an out-of-school suspension and will be referred to local law enforcement. The employee will be terminated on the second offense.
- g. All _____ School District students in grades K through 12 will receive age-appropriate instruction during the school day regarding avoidance of tobacco-use.

All elementary school teachers shall incorporate tobacco-prevention into their health unit curriculum. All health teachers at the middle school and high school levels shall incorporate tobacco prevention information into their yearly prevention education. Teachers in grades K-12 are encouraged to use research-based best practice curriculum. All teachers are encouraged to draw on the resource of the Local Health Department for prevention to assist in teaching these materials.

- h. _____ School District will facilitate students and district staff in accessing statewide tobacco cessation classes to help them quit.
- i. Tobacco cessation classes are also offered through the Local Health Department and _____ School District. Any student or employee who is interested in quitting tobacco-use may enroll in these classes on a voluntary basis. Students will not be penalized in any way for requesting to take the cessation classes on a voluntary basis. The school will make every effort to assist students or employees in accessing these programs.
- j. Communication: The Principal and other staff shall notify students, families, education personnel and school visitors of the tobacco-free policy in handbooks and newsletters, on posted notices or signs at every school entrance and other appropriate locations, and by other efficient means. To the extent possible, schools and districts will make use of local media to publicize the policies and help influence community norms about tobacco-use.



Bronze #1

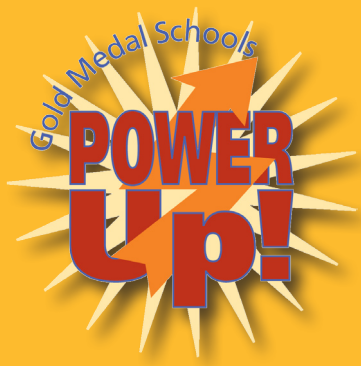
PRINCIPAL ENDORSEMENT

Principal's Name

Principal's Signature

Date





Bronze #2

Establish a School Health Council, or strengthen an existing one.

Criteria Requirements

The school must establish a School Health Council that meets at least once a month to implement Gold Medal Schools Power-Up criteria and discuss important issues related to health and the school community. The council should consist of one school coordinator, one student Power-Up Committee representative, one administrator and other council members as necessary. Roles of the School Health Council include:

- Implement Power-Up criteria
- Work with Power-Up Committee
- Prepare the mid-year progress report and end-year report
- Create an action plan for completing Power-Up criteria
- Complete the online School Health Index self assessment and planning guide:
(<http://www.cdc.gov/HealthyYouth/SHI/>)

Resources

Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Councils
<http://www.schoolwellnesspolicies.org/resources/AGuideToCommunitySchoolHealthCouncils.pdf>

Effective School Health Advisory Councils: Moving from Policy to Action, Public Schools of North Carolina
http://www.schoolwellnesspolicies.org/resources/NC_SHAC_FINAL.pdf

Successful School Health Councils [Page 15](#)
Sample Action Plan [Page 17](#)

Bronze #2

School Coordinator Assignments

*Assignments can be delegated to School Health Council Members

- Recruit members for the School Health Council to include:
 - ▶ one school coordinator,
 - ▶ one student Power-Up Committee representative,
 - ▶ one administrator and
 - ▶ other council members as necessary.
- Determine agendas of School Health Council and conduct meetings.
- Be an active member of the School Health Council.
- Use the School Health Index, <http://www.cdc.gov/HealthyYouth/SHI/>, to determine ways that you can improve your school's health environment beyond Power-Up requirements.
- Create an action plan for implementing criteria and maintaining old criteria (see sample action plan on [page 17](#)).
- Implement Power-Up criteria.
- Ensure faculty and staff awareness of the Power-Up program and criteria.
- Complete the mid-year and end-year reports.
- Attend GMS Power-Up Annual Training.

Ideas for Completing School Coordinator Assignments

- Determine the main goals that your School Health Council would like achieve for the school year.
- Consider parents, school staff and business and community leaders as additional members of the School Health Council.
- Plan meetings at times that are convenient for most members.
- Create an agenda to ensure that all necessary topics are discussed.
- Include students and make sure their ideas are accepted and used.
- Review the following materials to help you lead an effective School Health Council:
 - ▶ Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Councils; <http://www.schoolwellnesspolicies.org/resources/AGuideToCommunitySchoolHealthCouncils.pdf>
 - ▶ Effective School Health Advisory Councils: Moving from Policy to Action, Public Schools of North Carolina; http://www.schoolwellnesspolicies.org/resources/NC_SHAC_FINAL.pdf



Bronze #2

Power-Up Committee Assignments

- Nominate one member of the Power-Up Committee to be a representative on the School Health Council and attend meetings.
- Other Power-Up Committee members may attend School Health Council meeting as needed.

Ideas for Completing Power-Up Committee Assignments

- Offer each Power-Up committee member an opportunity to attend and participate in a School Health Council meeting.
- Ask all Power-Up Committee members to attend School Health Council meetings when big projects are discussed.
- Create handouts detailing the Power-Up Committee's progress for the School Health Council meeting.
 - ▶ Ask the School Coordinator to review and edit these handouts beforehand.
- Ask for School Health Council's support when needed



Bronze #2

Reporting

The on-line reports will include the following:

Mid-year progress report

- List School Health Council members and their titles
- How many times has your School Health Council met between October and December?
- Did you combine your School Health Council with an existing group (i.e. School Community Council, PTA, etc.)?
- If yes: Which group did you combine your School Health Council with?
 - ▶ School Community Council
 - ▶ PTA
 - ▶ Other _____
- Attach one School Health Council agenda

End-year report

- List School Health Council members and their titles
- How many times has your School Health Council met between January and April?
- Attach one School Health Council agenda



Bronze #2

Successful School Health Councils

(From Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Councils)

Three ingredients make up a successful School Health Council:

- Goals for what the Council wants to accomplish
- A commitment to work together to achieve those goals
- A plan of action describing responsibilities, resources, and deadlines

Step 1: Convening a School Health Council

To gain support, schedule a meeting with several key school personnel to begin forming a relationship with them. The purpose of the meeting should be to learn more about the School Health Council.

Check to see if your district already has a group working on school health and if there are any policies about starting a School Health Council. If the district already has a group, invite their help with forming groups for each school.

Find a school coordinator. School Coordinator responsibilities: prepare announcements; create agendas; remind Council of assignments; reserve meeting locations; perform other tasks that keep the Council running smoothly. The School Coordinator can be a school employee, community agency employee, or parent.

Step 2: Determining goals

Determine the main goals that your School Health Council would like to achieve for the school year.

Identify objectives to help you meet the School Health Council goals.

Step 3: Developing an Action Plan

Create an action plan to help you attain the goals.

Writing the action plan:

1. Brainstorm the desired changes in the school and community's health environment.
2. Prioritize desired changes.
3. Evaluate priorities.
4. Once top priorities are picked you may need to evaluate the order.
5. Write an action plan for the top priorities.



Bronze #2

Step 4: Taking Action and Getting Results

Conduct regular meetings to help you stay on track with your action plan.

Create a structure that allows members to volunteer or be assigned roles that match their interests and strengths. Members who don't feel involved or needed tend to stop attending meetings; sharing or rotating roles may help avoid burnout.

Create a plan for marketing your Council's efforts. Select a member or subgroup to handle marketing.

The Council may experience resistance to change from the school and community. There may be conflict within the Council as well. Respect everyone's opinions. If the Council has continued problems, bring in a facilitator.

Next Steps:

- Develop strategies for tracking your Council's progress toward achieving its vision.
- Celebrate the Council's successes.
- Revitalize the Council's membership as needed.
- Expand the goals and action plan for school health improvement.

Step 5: Maintaining Momentum

How to maintain momentum:

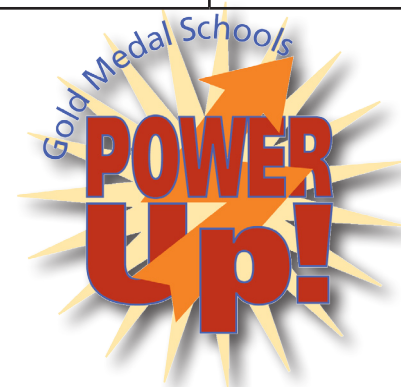
- Evaluate implementation of action plan; assign a Council member or subgroup responsibility of overseeing evaluation.
- Identify outcomes.
- Recognize members' contributions.
- Revitalize the Council's membership as needed.
- Move the Council's school health improvement work to the next level.

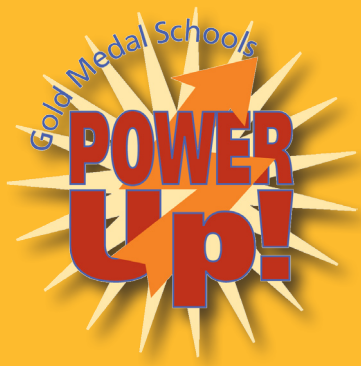


Bronze #2

Sample Action Plan

Activities	Person(s) Responsible	Due Date
Objective 1: Write and implement tobacco policy		
Review district policy	John	Done
Add necessary points to policy	School Coordinator	1/3/08
Review draft of new tobacco policy	Council	2/4/08
Make revisions as necessary	School Coordinator	3/1/08
Endorse final policy	Principi	3/15/08
Work with Power-Up Committee to inform students, parents, faculty and staff of new policy	School Health Council	3/08
Objective 2: Gold Medal Mile (GMM)		
Assist Power-Up Committee with GMM kick-off	Rachel	Done
Determine best way to encourage faculty and staff to participate	Sue and Lindsay	Done
Research incentive ideas for keeping students and faculty motivated	Mark	11/30/07
Objective 3: Power-Up Surveys		
Set time for surveys in faculty meeting	Principal	Done
Collect completed surveys	Rachel	10/1/07
Give surveys to teachers who were not at faculty meeting	Sue	10/2/07
Collect remaining surveys	Sue	10/15/07
Mail surveys	Rachel	10/16/07





Bronze #3

Establish a Student Power-Up Committee.

Criteria Requirements

To complete this criterion a Power-Up Committee must be established. The Power-Up Committee is a group of student leaders who meet monthly to determine ways to create awareness of the Gold Medal Schools Power-Up program. These Committee members can either be appointed by the school coordinator, nominated by faculty or part of an existing group. The Committee should consist of a mayor, secretary, historian, publicity officer and additional committee members as needed.

The major roles of the Power-Up Committee are:

- Provide ongoing assistance to the school coordinator.
- Create awareness campaigns for student involvement.
- Survey students.
- Provide assistance with mid-year progress and end-year reports.
- Help make Power-Up fun and enjoyable for the school.

Resources

Power-Up Committee roles	Page 22
Power-Up Membership Agreement	Page 24
Creating and Maintaining Committees	Page 25
Sample Action Plan	Page 28

Bronze #3

School Coordinator Assignments

*Assignments can be delegated to School Health Council Members

- Select Power-Up Committee members.
- Advise Power-Up Committee.
- Attend all Power-Up Committee meetings.
- Assist Power-Up Committee members in fulfilling their role requirements.
- Collect Power-Up Committee agreement signatures.

Ideas for Completing School Coordinator Assignments

- See Practical Tips in the Welcome Packet on [page 61](#).



Bronze #3

Power-Up Committee Assignments

- Sign Power-Up agreement.
- Nominate one member of the Power-Up Committee to be a representative on the School Health Council.
- Power-Up Committee members attend School Health Council meetings as needed.
- Create awareness campaigns for student involvement by completing assignments for each criterion.
- Survey students.
- Attend all Power-Up Committee monthly meetings.
- Provide ongoing assistance to the school coordinator.
- Provide assistance with mid-year progress and end-year reports.
- Help make Power-Up fun and enjoyable for fellow students and school staff.
- Create an action plan for Committee activity.

Ideas for Completing Power-Up Committee Assignments

- Determine goals the Power-Up Committee would like to accomplish.
- Plan meetings at times that are convenient for most members.
- Create an agenda to ensure that all necessary topics are discussed.
- Involve student body and make sure their ideas are accepted and used.



Bronze #3

Reporting

The on-line reports will include the following:

Mid-year progress report

- List Power-Up Committee members and their grade levels.
- How many times has your Power-Up Committee met between October and December?
- Did you combine your Power-Up Committee with an existing group (i.e. student government, Honor Society, etc.)?
- If yes: Which group did you combine your School Health Council with?
 - ▶ student government
 - ▶ Honor Society
 - ▶ Other _____
- Attach Power-Up Committee agreement with students' signatures.
- Attach one Power-Up Committee agenda.

End-year report

- List Power-Up Committee members and their grade levels.
- How many times has your Power-Up Committee met between January and April?
- Attach Power-Up Committee agreement with students' signatures.
- Attach one Power-Up Committee agenda.



Bronze #3

Gold Medal Schools Power-Up Committee Roles

Mayor

The Mayor provides student leadership for the Power-Up Committee.

Responsibilities

- Lead and attend all Power-Up Committee meetings.
- Create an agenda for each meeting.
- Review criteria level assignments.
- Complete criteria assignments.
- Assist school coordinator and committee members with mid-year progress and end-year reports.
- Most importantly create a fun, energetic and enthusiastic environment for everyone.

Ideas for Completing Responsibilities

- Brainstorm ideas as a group to complete criteria assignments.
- Make each committee member responsible for an assignment.
- Write the mid-year progress and end-year reports as a group.
- Delegate criteria assignments to committee members.

Historian

The Historian records the year's activities and events.

Responsibilities

- Attend all Power-Up Committee meetings.
- Create a record/log of each year's activities and events.
- Report to the School Health Council on all events as needed.
- Assist school coordinator and committee members with mid-year progress and end-year reports.
- Complete criteria assignments.

Ideas for Completing Responsibilities

- Catalog events in a scrapbook, DVD, memory book, etc.
- Collect items for a time capsule and put it somewhere within the school.
- Create a journal.

Marketer

- The Marketer creates marketing tools to promote and educate students about the Power-Up program.

Responsibilities

- Attend all Power-Up Committee meetings.
- Coordinate and plan activities or events to promote the GMS Power-Up program.
- Assist school coordinator and committee members with mid-year progress and end-year reports.
- Complete criteria assignments.



Bronze #3

Ideas for Completing Responsibilities

- Advertise activities and events through:
 - ▶ School Web site
 - ▶ Morning announcements
 - ▶ Bulletin boards, posters and flyers throughout the school
 - ▶ Assemblies
 - ▶ Newsletters
 - ▶ Channel one
 - ▶ Marquee
 - ▶ Coordinate with historian to document activities and events

Secretary

The secretary assists all committee members.

Responsibilities

- Attend all Power-Up Committee meetings.
- Assist with copies, meeting minutes, and criteria assignments.
- Collect Power-Up Committee members' contact information.
- Assist school coordinator and committee members with the mid-year progress and end-year reports.

Ideas for Completing Responsibilities

- Remind Power-Up Committee members of meetings.
- Call, leave notes, e-mail or send text messages.
- Send meeting minutes to all Power-Up Committee members.
- Complete criteria assignments.

Committee Members

Committee members support the Power-Up program.

Responsibilities

- Attend all Power-Up Committee meetings.
- Assist other committee members with projects.
- Assist school coordinator and committee members with mid-year progress and end-year reports.
- Complete criteria assignments.

Ideas for Completing Responsibilities

- Educate students about the GMS Power-Up program.
- Word of mouth. Help spread the word to fellow students and staff.
- Invite students, faculty and staff to walk the GMM.
- Assist marketer with activities and events.



Bronze #3

Power-Up Membership Agreement

Gold Medal Schools Power-Up
288 North 1460 West
P.O. Box 142107
Salt Lake City, Utah 84114-2107

Thank you for participating on the Gold Medal Schools Power-Up Committee for the 2007-2008 school year. As a member of the committee you will be responsible to:

- Provide ongoing assistance to the school coordinator.
- Complete assignments given in the Power-Up guide.
- Meet monthly as a committee to discuss Power-Up.
- Create awareness campaigns for student involvement.
- Survey students.
- Provide assistance with mid-year progress and end-year reports.
- Make Power-Up fun and enjoyable for the school.
- Attend the School Health Council meetings as needed.
- Serve as a role model to other students.

We appreciate your time and dedication in improving your schools health environment.
Sincerely,

Gold Medal Schools Coordinator
ACCEPTED AND AGREED:

Mayor name: _____ Signature _____ Date _____

Secretary name: _____ Signature _____ Date _____

Historian name: _____ Signature _____ Date _____

Marketer name: _____ Signature _____ Date _____

Committee Member: _____ Signature _____ Date _____

Committee Member: _____ Signature _____ Date _____

Committee Member: _____ Signature _____ Date _____

Committee Member: _____ Signature _____ Date _____

Bronze #3

Creating and Maintaining Committees

Step 1: Get together

- Learn about student committees.
- Committee members work together on school health.
- Involve the right people; get support from key people.
- Hold the first meeting.
- Follow up with committee members after the first meeting.

Tips for Completing Step 1:

To successfully engage the school and community:

- Meet with the school coordinator, principal, and/or School Health Council.
- Identify the Mayor, Historian, Marketer, Secretary and other Committee members for the Committee.

For a successful meeting:

- Prepare an agenda.
- Start the meeting on time.
- Review agenda and focus; have a secretary record minutes and notes.
- Speak confidently.
- Ask questions, rather than making statements.
- Create an action plan. Determine responsibilities.
- Set time, date, location, and purpose for the next meeting.
- End the meeting on time or earlier.

Step 2: Create a goal

- Develop the committee's base of common knowledge about school health.
- Define a shared goal.
- Establish ground rules for operating.

Tips for Completing Step 2:

While reflecting on health, ask yourself the following questions:

- What will our school's health environment look like two years from now?
- What do we want the health initiatives of our school (students and staff) to look like two years from now?
- What contributions do we want to make?
- What changes do we want to make?
- What traditions do we want to keep?
- How do we want to work together and communicate?



Bronze #3

Tips for Completing Step 2 continued:

Establish ground rules:

- How can we make our time together meaningful and productive for everyone?
- How should we treat others when they share their ideas?
- What method will we use for recording minutes? Who will take minutes?
- How will we involve everyone at the table?

Step 3: Develop an Action Plan

- Confirm the goals of the Committee.
- Identify priorities.
- Develop an action plan for the top priorities.

Tips for Completing Step 3:

In confirming the goals, ask these questions:

- Do you feel like you have “ownership” in the goals?
- What message do our goals send?
- How would it have to change to be more meaningful to you?

Designing an action plan:

- Brainstorm desired changes for students (allow 30-40 minutes for brainstorming).
- Discuss how the changes identified will help the Committee achieve its vision.
- Start identifying priorities.
 - ▶ Assign a rank to each item.
 - ▶ Decide what needs to be done first, second, etc.
 - ▶ Decide what is most important to accomplish over the next four months.

A good action plan includes:

- Goals to be achieved.
- Objectives that outline how to reach those goals.
- Activities planned that will create the desired result.
- Who will be responsible for each activity?
- When each activity will be completed.
- The action plan should be for at least one year but may include many years.

Step 4: Take Action

- Implement the action plan.
- Celebrate achievements.
- Recognize contributions.
- Evaluate progress.
- Be flexible when necessary.



Bronze #3

Tips for Completing Step 4:

When evaluating the Committee's progress, look at the following:

- Do we hold regular, monthly/bi-weekly meetings?
- Do we have established procedures for meetings?
- Do the school coordinator and Mayor provide positive and productive leadership?
- What is the Committee's strategy for communicating this plan to students, parents, teachers, and staff?
- What are the Committee members' recommendations on improving the effectiveness of the Committee? Effectiveness of the meetings?
- Are we celebrating achievements and recognizing contributions?
- Are we following the action plan? What needs to change/improve?
- Do we follow up with people and the responsibilities they agreed to?

Step 5: Maintain Momentum & Review Commitment

- Build the reputation of the Power-Up Committee.
- Enhance commitment to vision.
- Recruit new members and develop new leaders as needed.
- Adapt and expand the action plan.
- Handle conflict when it arises.

Tips for Completing Step 5:

Suggestions for maintaining momentum include:

- Identify the implementation of the Committee's action plan.
- Revitalize the Committee's membership.
- Make sure members feel like they have a stake in the Committee and in the health of the school.
- Spread the message of your Power-Up Committee throughout the school.

How to stay organized:

- Keep history of the Committee; when it started, where, who the members were, who the members are now, who provided leadership, what actions were taken, what goals were achieved.
- Keep a file of meeting minutes, sign-in sheets, and newspaper clippings, promotional brochures, etc.
- Keep a running list of issues addressed by the Committee each year; include barriers encountered, helpful resources, etc.

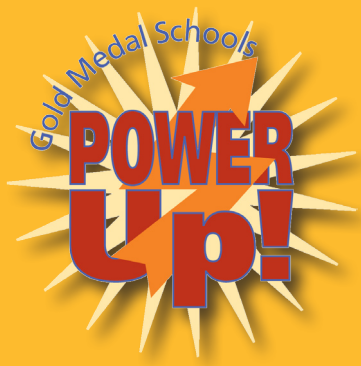


Bronze #3

Sample Action Plan

Activities	Person(s) Responsible	Due Date
Objective 1: Establish a student Power-Up Committee		
Review Committee members' roles	Committee	Done
Determine Committee goals	Committee	10/15/07
Set regular meeting schedule	Committee	10/15/07
Objective 2: Tobacco policy awareness campaign		
Determine best practice for creating school-wide awareness of the policy	Committee	Done
Obtain a copy of the new policy	Mayor	3/15/08
Make a flyer for parents and students and send home	Marketer	4/5/08
Copy the policy and distribute to faculty and staff	Committee	4/5/08
Create more tobacco-free signs for entrances	Committee	4/15/08
Objective 3: Gold Medal Mile (GMM)		
Plan for the GMM kick-off assembly -Set date -Set theme	Committee	Done
Invite parents and community to assembly	Historian	10/1/07
Develop a way for students and teachers to track the miles they walk	Secretary	10/15/07
Research incentive ideas for students	Marketer	10/15/07





Bronze #4

Create a Gold Medal Mile course at your school.

Criteria Requirements

The Gold Medal Mile™ (GMM) is a great way to get students and school staff active. To complete this criterion an indoor and/or outdoor course for the mile will need to be created for your school. The mile can be an actual mile, or a segment of a mile that can easily be repeated to reach the equivalent distance of a mile. The Power-Up Committee will need to establish a plan to actively promote the GMM and encourage student and faculty participation including a school-wide GMM Kick-off event each year.

Resources

Local Health Departments

Utah Walks Instruction

Local Elementary Gold Medal Schools

Utah Walks

Fitness Finders

[Page 41](#)

[Page 33-35](#)

www.hearthighway.org/pdfs/0708Schools.pdf

www.utahwalks.org

www.fitnessfinders.net

Bronze #4

School Coordinator Assignments

*Assignments can be delegated to School Health Council Members

- Determine the GMM Course; you can borrow a mile measurement wheel from your Local Health Department (See contact information on [page 41](#)).
- Assist the student Power-Up committee with the awareness/promotion campaign for teachers, students, and school leaders.
- Determine best times for students to walk (morning, afternoon, during lunch, during advisory/homeroom period if available).
- Write a description for the mid-year progress and end-year reports.

Ideas for Completing School Coordinator Assignments

- Provide ideas to the Power-Up committee to promote the GMM: walking club, running club.
- Focus on gaining faculty and staff participation.
- Create a walking group for faculty and staff.
- Incorporate the GMM into all P.E. classes.



Bronze #4

Power-Up Committee Assignments

- Assist school coordinator when determining GMM course.
- Introduce the GMM during a school-wide event every year (opening assembly, school morning news, etc.).
- Establish an awareness campaign to promote the GMM to students and faculty.
- Determine ways to encourage walking among students, faculty and staff.
- Find ways to get school's principal and teachers to support the GMM.

Ideas for Completing Power-Up Committee Assignments

- Encourage student and faculty participation by tracking miles.
- Create a goal for the school and determine the number of miles walked throughout the year. Examples include:
 - ▶ Each student will walk one mile at least once a week for the school year with individual classes or as a school.
 - ▶ Walk a certain number of miles by the end of the school year.
 - ▶ Combine all student miles to reach a certain destination by the end of the school year.
 - ▶ Track miles walked on www.utahwalks.org.
 - ▶ Provide incentives for reaching your goal such as, destination themed dance, walking incentives found on Fitness Finders Web site www.fitnessfinders.net, certificates of achievement for top walkers, display top walkers in front office.
 - ▶ Encourage students to come to school early to walk the mile. Take pictures of the "Morning Milers" to place on the bulletin board to create incentives for the students to participate.
 - ▶ Lead a competition between grades.
 - ▶ Set-up a competition with a neighboring Power-Up school.
 - ▶ Decorate the course with painted footsteps, signs, fun facts, use school mascot, etc. to attract walkers.



Bronze #4

Reporting

The on-line reports will include the following:

Mid-year progress report

- What was the date of your Gold Medal Mile Kick-off event?
- How did your Power-Up Committee create awareness of the Gold Medal Mile?
- How did your Power-Up Committee encourage student, faculty and staff participation?

End-year report

- What was the date of your Gold Medal Mile Kick-off event?
- How did your Power-Up Committee create awareness of the Gold Medal Mile?
- How did your Power-Up Committee encourage student, faculty and staff participation?



Bronze #4

1. Go to www.utahwalks.org to open the Utah Walks home page.
2. Select “Walk Tracker.” This will take you to the login page.



Bronze #4

3. Enter login name (login: your school name Power-Up ex Bountiful Jr. High Power-Up)
4. The login is not case sensitive
5. There is a space between school name and Power Up
6. There are not spaces before or after the dash symbol in Power-Up.
7. Enter password (password: Power-Up).
8. The password is not case sensitive
9. There are not spaces before or after the dash symbol in Power-Up.
10. Select submit.



The screenshot shows the 'Log In to WalkTracker' interface. At the top, a blue banner contains the text 'Log In to WalkTracker'. Below this is a background image of a person's leg in a white sneaker walking on a paved path through a grassy field. The text 'Walking: low impact, high benefit.' is overlaid on the image. Below the image, on a light blue background, is the text 'No Login? [Join Now!](#)'. The login form consists of two input fields: 'Login Name:' with the value 'Bountiful Jr. High Power-Up' and 'Password:' with the value 'Power-Up'. There is a checkbox labeled 'Remember Me' and the text 'On This Computer' below it. A 'Submit' button is at the bottom right. Arrows from the numbered list point to the 'Login Name' field (3, 4, 5, 6), the 'Password' field (7, 8, 9), and the 'Submit' button (10).

Log In to WalkTracker

Walking: low impact, high benefit.

No Login? [Join Now!](#)

Login Name: Bountiful Jr. High Power-Up

Password: Power-Up

☐ Remember Me
On This Computer

Submit

Bronze #4

11. Select any day on the “calendar tracker.”
12. Enter the number of miles walked.
13. You do not need to enter miles every day.
14. You can either enter miles twice a month or monthly.
15. Select “Submit”.
16. Select “Log Out”.

Welcome, **Bountiful Jr. High**

Prev Month

September 2007

Next Month

Goto Today

The number next to the date is the number of miles recorded for that day.
Entering another number will *add* to that number

Su	Mo	Tu	We	Th	Fr	Sa	Weight?
26	27	28	29	30	31	1	
2	3	4	5	6	7	8	
					700		
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
					750		
23	24	25	26	27	28	29	
30	1	2	3	4	5	6	

Submit
Reset

Mileage Conversion Charts

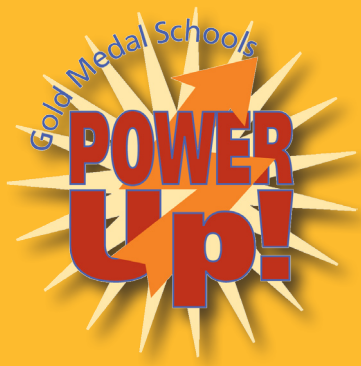
Personal Miles for 2007

Month	Miles
Total	0.00

Group Summaries for 2007

Total for GMS Power-Up	0.00
Total for Zip Code 84010	30,739.68
Total for Bountiful	31,256.18

TIP: You may correct any accidental mileage entries by subtracting the incorrect value for that day.



Bronze #5

Complete and submit the baseline Gold Medal Schools Power-Up Surveys.

Criteria Requirements

In order to successfully complete this criterion the Power-Up Surveys must be completed by one school administrator, the school coordinator and 70% of classroom teachers. The appropriate number of Power-Up Surveys will be given to you by your Local Health Department. The Power-Up Surveys will be coded specifically for your school. If you need additional surveys please contact your Local Health Department. The Power-Up Surveys are intended to be a baseline tool and should be completed as early in the school year as possible. All Power-Up Surveys must be turned in by November 30, 2007.

Resources

Local Health Departments

[Page 41](#)

Bronze #5

School Coordinator Assignments

- Complete your Power-Up Survey.
- Ensure that 70% of teachers and an administrator have completed the surveys.
- Submit completed surveys.
- Write a description for the mid-year progress and end-year reports.

Ideas for Completing School Coordinator Assignments

- Set aside 20 minutes during a faculty meeting for teachers to complete the Power-Up surveys. Collect completed surveys at the end of the meeting.
- Provide an incentive for completing surveys.
- Make teachers and administrator aware that school cannot collect their award money at the end of the year unless the Power-Up Surveys are complete.
- If Power-Up Surveys are not passed out during a meeting, set a deadline for teachers to return the survey.



Bronze #5

Power-Up Committee Assignments

- Assist School Coordinator in collecting Power-Up Surveys.



Bronze #5

Reporting

The on-line report will include the following:

Mid-year progress report

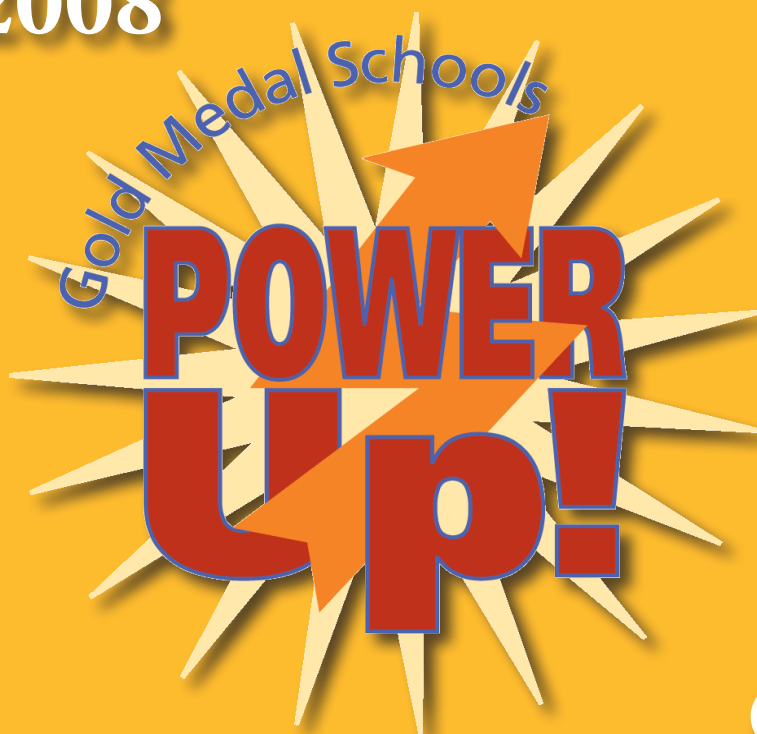
- When did you turn in the baseline Gold Medal Schools Power-Up surveys?

End-year report

- When did you turn in the baseline Gold Medal Schools Power-Up surveys?



2007-2008



Guide

School Coordinator Logistics

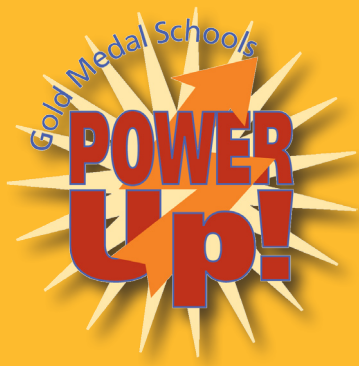
The following sections will provide you with the information and tools you will need to be a successful school coordinator.

LHD Contact Information	41	Resignation	55
Policy Writing Resources	42	Timeline	56
Reimbursements	43	Welcome Packet	58
Mid-Year Progress Report	51	Wellness Policy	63
End-Year Report	53		
Power-Up Resources	54		



LHD Contact Information

Health Department	Contact	Phone	E-Mail
Bear River	Allen Grunig	435-792-6506	allengrunig@utah.gov
	Kari Mortensen	435-792-6531	karimortensen@utah.gov
Central	Valyn Leavitt (Richfield)	435-896-5451 x. 340	vleavitt@utah.gov
	Pam Goodrich (Delta)	435-835-2231	pgoodrich@utah.gov
Davis	Tiffany Leishman	801-451-3399	tleishma@daviscountyutah.gov
Salt Lake Valley	Heather Richards	801-468-2661	hrichards@slco.org
	Terri Sory	801-468-2740	tsory@slco.org
Southeastern Utah	Jessie Huff (Price)	435-637-3671	jessiehuff@utah.gov
	Dana Olsen (Castledale)	435-381-2252	danaolsen@utah.gov
Southwest	Penny Cluff	435-986-2564	pcluff@utah.gov
Summit County	Geri Essen	435-615-3912	gessen@utah.gov
Tooele County	Liz Heap	435-843-2318	lsheap@utah.gov
TriCounty	Markel Southam	435-781-5475	markelsoutham@utah.gov
Utah County	Kari Schmidt	801-851-7082	uchlth.kars@state.ut.us
	Patty Cross	801-851-7528	pattc.uchlth@state.us.us
Wasatch County	Jonelle Fitzgerald	435-654-2700	jfitzger@utah.gov
Weber/Morgan	Rochelle Gates	801-399-7187	rgates@co.weber.ut.us



Policy Writing Resources

Policy writing is one of the most important components of the Power-Up program. Please use the following outline as well as the sample policies in the criteria breakdown to write individualized policies for your school.

Your policy should include three sections: Intent, Rationale, and Reinforcement.

- INTENT should outline the policy.
- RATIONALE should describe why this policy is needed and why it is important.
- REINFORCEMENT should explain how the policy will be upheld, how often the policy will be reviewed, and, if applicable, the consequence or punishment for those not following the policy.

When writing your policy, consider the 5 “W”s plus “How”: Who, What, Where, When, Why and How. Not all policies require all of the “W”s and “How;” but asking yourself all of these questions is a good way to make sure you include all the necessary components in your policy. Review the outline below for an explanation of what is expected of your policies.

Intent

- Who does this involve? Who will support this? Who made the decision?
- What will take place? What will be taught?
- When will this policy take place?
- Where does this policy take place?
- How will it take place? How will this policy be carried out?

Rationale

- Why is this important? Why do we need this policy?

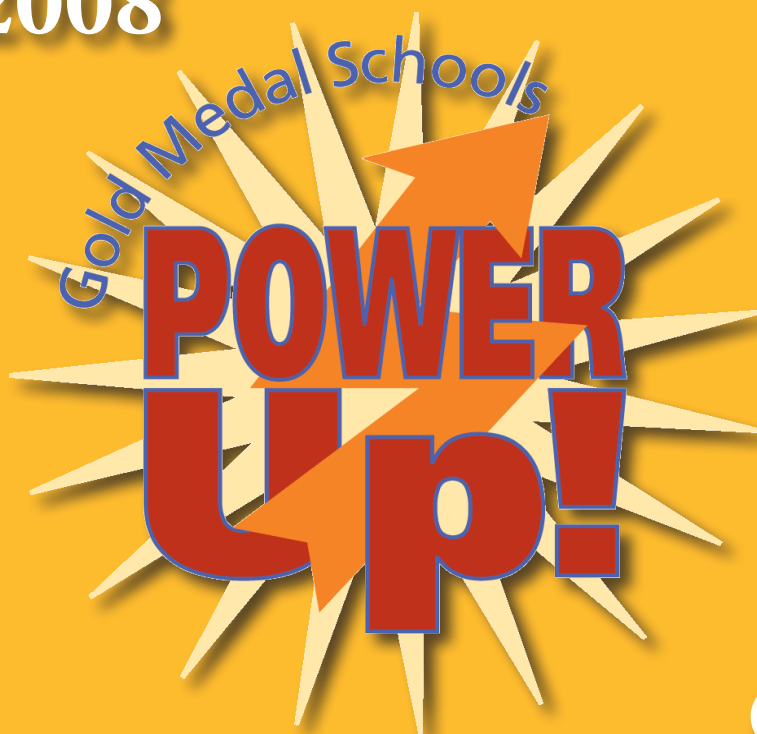
Reinforcement

- How will the school enforce this policy? How will the school inform people of this policy? How often will the school review this policy?

Additional Policy Writing Resources:

- Nutrition Policy Recommendations - www.hearhighway.org/gms/gmsguide/pdfs/nutrition.pdf
- Physical Activity Policy Recommendations - <http://www.hearhighway.org/gms/gmsguide/pdfs/physicalactivity.pdf>

2007-2008

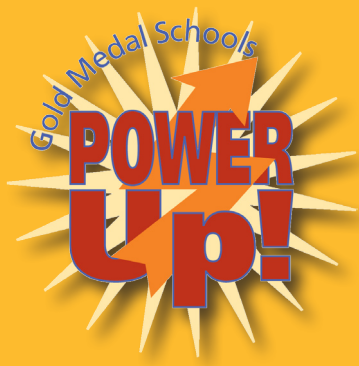


Guide

Reimbursements

Find the information you will need to use your \$100 stipend toward implementation of Power-Up and receive reimbursement.

<u>Stipend Reimbursement Guidelines</u>	44
<u>Stipend Reimbursement Form</u>	46
<u>Healthy Food Policy</u>	47



Stipend Reimbursement Guidelines

Stipend

A \$100 stipend is available annually to each active school. This money is to be used for supplies and materials to promote and support the Gold Medal Schools Power-Up program. If your school chooses not to spend their stipend money, it cannot be carried over to the next school year.

Schools should use their stipend money for things that leave a lasting impression. Spend the money wisely and effectively throughout the year.

What Can I Be Reimbursed for?

Office Supplies

Examples: copies of Power-Up policies, Power-Up bulletin board materials, etc.

P.E. Equipment

Examples: gym balls, jump ropes, small gym equipment, etc.

Rewards for Students

Non-Food Incentives

Rewards for Staff Wellness

Healthy Foods

*See Healthy Food Policy for Power-Up guidelines

Beverages

Water and 100% juices only

List subject to change at the discretion of Utah Department of Health

If you have any questions regarding these procedures contact:

Hillari Knorr

Utah Department of Health

P.O. Box 142107

Salt Lake City, Utah 84114-2107

801-538-6142

Stipend Reimbursement Guidelines

Requesting Reimbursement

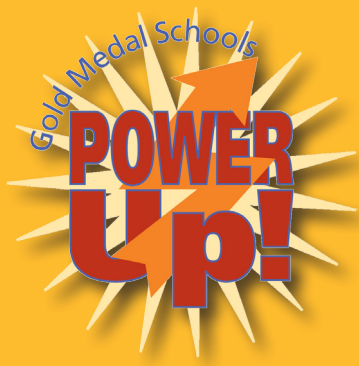
- Only schools will be allowed to spend the \$100 stipend and request reimbursement.
 - ▶ School Coordinators and teachers cannot use personal funds and request reimbursement using the stipend.
- Each school must fill out the “[Stipend Reimbursement Form](#)” to receive reimbursement.
 - ▶ Each school must attach their receipts showing what was purchased with the stipend funds, along with a description explaining what the item(s) was/will be used for.
- If you would like to be reimbursed for the use of school supplies and do not have a receipt, create an invoice and attach it with the “[Stipend Reimbursement Form](#).”
- Reimbursements will be paid only two times during the year:
 - ▶ Reimbursement requests received between August 1st and November 30th will be processed on Monday, December 3, 2007. Payment will be received approximately 4-6 weeks after processing.
 - ▶ Reimbursement requests received between December 1st and May 2nd will be processed on Monday, May 5, 2008. Payment will be received approximately 4-6 weeks after processing.

Incomplete forms will not be processed.

All reimbursement requests must be postmarked by May 2, 2008.

If you miss the May 2, 2008 deadline you will not receive reimbursement for the 2007-2008 school year. Schools cannot claim this reimbursement during the next school year.

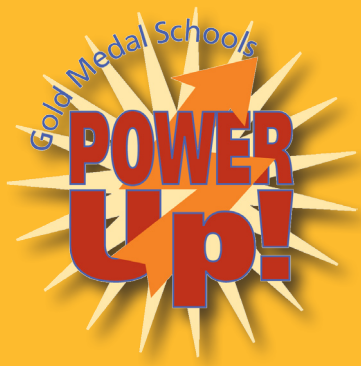




Stipend Reimbursement Form

School District	
School Name	
School Address	
City	
ZIP	
Federal Tax ID	
School Phone Number	
Item(s) Purchased	
What the item was/will be used for	
Total amount requested	

* Personal funds cannot be used for school purchases and will not be reimbursed. For further guidelines, please contact your Local Health Department.



Healthy Food Policy

Healthy Foods Policy

The Gold Medal Schools Power-Up program is dedicated to providing a school environment that supports faculty, staff and students' health. Most scientists agree that certain dietary factors are associated with the prevention of chronic diseases such as heart disease and cancer.

Accordingly, Power-Up is committed to providing faculty, staff and students with healthy food choices that support their efforts to feel well, be healthy, and prevent disease.

Therefore, when Power-Up funds are used to purchase food, Power-Up will require that all food and beverages offered meet the Healthy Schoolsite Nutrition Guidelines established by the Utah Department of Health.

The accompanying document "Healthy Schoolsite Nutrition Guidelines" defines what Power-Up considers to be healthy food options. It also offers food suggestions and tips on planning healthy eating for school events.

Healthy Food Policy

Healthy Food Policy Guidelines (Per Serving)

All food and beverage items will:

1. Have 30% or less of its total calories from fat and have 10% or less of its total calories from saturated and trans fats combined.
2. Have 35% or less of its weight from sugars, excluding sugars occurring naturally in fruits, vegetables, and dairy ingredients.
3. Have no more than 700 mg of sodium.
4. Have at least 3-5 grams of fiber.

*Fruits, vegetables, and legumes meet all of the Healthy Food Policy Guidelines.

Healthy Food Substitutions by Guideline

Guideline #1 (Fat)

- Use low-fat or non-fat dairy products.
- Use “healthy” oils – olive, canola, flax.
- Be prepared with reduced-fat or fat-free mayonnaise.
- Be prepared without frying.
- Use low-fat or fat-free cheese.
- Use lean meats.
- Use vegetarian or whole beans.

Guideline #2 (Sugar)

- Must not have sugar or high-fructose corn syrup as one of the top three ingredients.

Guideline #3 (Sodium)

- Must not have salt or sodium as one of the top five ingredients.

Guideline #4 (Fiber)

- Use whole grains – whole wheat/grain bread, pasta, brown rice, etc.
- Use vegetarian or whole beans.



Healthy Food Policy

Substitution Requests

It may not always be possible to know the exact nutritional content of menu items. When the following substitutions are made available, it is likely that the menu item will meet the Healthy Food Policy Guidelines.

Healthy Food Substitutions by Meal

Beverages

- Water
- 100% fruit and vegetable juices, 6-8 oz. serving sizes
- Fat-free and light (1%) milk
- Coffee and tea
- Fat-free milk in addition to half and half or creamer for coffee and tea
- Fat free or low-fat fruit smoothies or frozen yogurt-based milkshakes

Breakfast and Brunch

- Fruit
- High-fiber cereals like bran flakes, low-fat granola, oatmeal
- Whole wheat toast, bagels, English muffins, and muffins instead of doughnuts, fruit breads, Danishes, and pastries. Request that bagels are cut in half or quarters. Request small or “mini” muffins.
- Fruit spreads and light cream cheese in addition to butter for toast and bagels
- Fat-free and light (1% milkfat) yogurt
- Fruit toppings (raisins, dried fruit mix, fresh strawberries, bananas, blueberries, peaches) for hot and cold cereals
- Avoid pancakes, waffles, and crepes
- Vegetables for omelet fillings, or added to scrambled eggs
- Eggs made with egg substitute or without yolks
- Canadian bacon instead of high-fat meats like sausage or bacon
- Baked hash browns instead of fried hash browns

Lunch and Dinner

- Whole grain breads instead of white bread for sandwiches (“wheat bread” is not the same as “whole-wheat or whole-grain” bread – make sure you request “whole”)
- Baked chips instead of regular chips
- Salad dressings on the side, including light versions
- Broth or vegetable-based soups instead of cream or cheese-based soups
- Fruit as a side item or dessert
- Vegetables as a side item – if cooked, seasoned with fresh herbs instead of butter or cream sauces
- Brown rice instead of white rice
- Pastas with tomato or other vegetable-based sauces, instead of cream sauces (whole-grain pasta preferred)
- Chicken, turkey, and fish instead of beef, pork, and lamb; request 3-4 ounce serving size



Healthy Food Policy

Lunch and Dinner (continued)

- Steamed, poached, baked, and broiled meats instead of fried
- Avoid mayonnaise-based salads and sandwich spreads (tuna/egg salad) or request “light” or low-fat mayo.
- Reduced-fat cheese in menu items requiring cheese, like lasagna
- Fruit desserts such as fruit pie and cobbler
- Baked potato toppings such as assorted vegetables, beans, and low-fat cheeses, low-fat sour cream or plain yogurt
- Whole or vegetarian refried beans

Snacks

- Whole or cut fruits and vegetables
- Baked tortilla chips with vegetarian (no lard) bean dip and salsa
- Pretzels, hot pretzels with mustard (request that the pretzels are cut in half), or plain popcorn
- Offer fruit and/or vegetable trays during mid-morning or mid-afternoon breaks instead of cookies, pastries, doughnuts, and other foods with high sugar/fat content and minimal nutritional value.

Healthy Food Substitutions by Ingredient

Sour Cream Substitutes

- Plain, low-fat yogurt
- 1/2 cup cottage cheese blended with 1-1/2 teaspoon lemon juice
- Fat-free sour cream

Whipped Cream Substitutes

- Chilled, whipped or evaporated skim milk
- Non-dairy whipped topping made from polyunsaturated fat

Cream Substitutes

- Evaporated skim milk
- Skim or one-percent milk (as a beverage or in recipes)

Ice Cream Substitutes

- Low-fat or nonfat ice cream
- Frozen low-fat or nonfat yogurt
- Frozen fruit juice products
- Sorbet





Mid-Year Progress Report

The mid-year progress report is intended to help you determine what has been completed and what still needs to be completed before the end of the year.

You will report on the progress you and the school have made this year for all criteria that is being maintained and achieved this year. It is not expected that all criteria will be completed at the time of the report. Provide as much of the information as you can.

The report should be completed on-line. The web address for reporting will be sent to you by December 1. The mid-year progress report is due on December 14.

The on-line report will include the following:

School

School Coordinator Name

Level achieving this year (Bronze, Silver or Gold)

Bronze #2

- List School Health Council members and their titles.
- How many times did your School Health Council meet between September and December?
- Did you combine your School Health Council with an existing group (i.e. School Community Council, PTA, etc.)?
- If yes: Which group did you combine your School Health Council with?
 - ▶ School Community Council
 - ▶ PTA
 - ▶ Other _____
- Attach one School Health Council agenda.

Bronze #3

- List Power-Up Committee members and grade level.
- How many times has your Power-Up Committee meet between September and December?
- Did you combine your Power-Up Committee with an existing group (i.e. Student Government, Honor's Society, etc.)?
- If yes: Which group did you combine your School Health Council with?
 - ▶ Student Government
 - ▶ Honor's Society
 - ▶ Other _____
- Attach Power-Up Committee agreement with students' signatures
- Attach one Power-Up Committee agenda

Mid-Year Progress Report

Bronze #4

- What was the date of your Gold Medal Mile Kick off event?
- How did your Power-Up Committee create awareness of the Gold Medal Mile?
- How did your Power-Up Committee encourage student, faculty and staff participation?

Bronze #5

- When did you turn in the Gold Medal Schools Power-Up surveys?





End-Year Report

The end-year report shows you, your Local Health Department representative and the state which level the school has achieved this year.

The report should be completed on-line. The web address for reporting will be sent to you by February 1. The end-year report is due on April 18.

The on-line report will include the following:

School

School Coordinator Name

Level achieving this year (Bronze, Silver or Gold)

Bronze #1

- Attach your comprehensive tobacco policy.

Bronze #2

- List School Health Council members and their titles.
- How many times did your School Health Council meet between December and April?
- Attach one School Health Council agenda.

Bronze #3

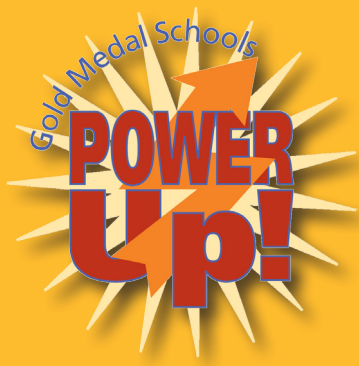
- List Power-Up Committee members and grade level.
- How many times did your Power-Up Committee meet between December and April?
- Attach Power-Up Committee agreements with students' signatures.
- Attach one Power-Up Committee agenda.

Bronze #4

- What was the date of your Gold Medal Mile Kick off event?
- How did your Power-Up Committee create awareness of the Gold Medal Mile?
- How did your Power-Up Committee encourage student, faculty and staff participation?

Bronze #5

- When did you turn in the Gold Medal Schools Power-Up surveys?



Resources

- The **Listserv** is an e-mail sent to schools from the Utah Department of Health. Messages from this Listserv keep members updated on current Power-Up news. If you would like to receive the listserv send a blank e-mail to join-power-up@list.utah.gov.
- A **\$100 stipend** is available to schools during each year of participation to help implement the Power-Up criteria.
- **Money** will be awarded upon successful completion of each award level.
 - ▶ Bronze - \$400
 - ▶ Silver - \$600
 - ▶ Gold - \$1000
- **Media Recognition** for Power-Up will be provided to those achieving a level at the end of the year.
- A **Local Health Department Representative** will be available for questions.
- The **Utah Department of Health** oversees the program statewide and provides resources and trainings to participating schools.
- **Tobacco Prevention Incentives**
- **End-of-Year Awards**



Resignation

The Gold Medal Schools Power-Up program understands that circumstances arise that may require a school to resign from the program. We are sad to see you leave, but would like to take this opportunity to receive your feedback so that we may better serve our schools in the future. Please fill out the following questionnaire and return it to your Local Health Department.

Effective Date		
School		
Principal		
Principal's E-mail		
School Coordinator		
School Coordinator's E-mail		
Highest level achieved		
Reason for resignation		
Were you satisfied with Power-Up?	Yes	No-Please explain
Would you join Power-Up in the future?	Yes	No

Any further questions or comments please contact:

Sarah Rigby

Gold Medal Schools Power-Up

Program Coordinator

801-538-9454

srigby@utah.gov



Bronze Timeline

Events	August	September	October	November	December
Bronze #1: Comprehensive Tobacco Policy				<ul style="list-style-type: none"> • Determine if existing policy contains at least 11 out of 14 points 	
Bronze #2: School Health Council		<ul style="list-style-type: none"> • Recruit School Health Council Members 	<ul style="list-style-type: none"> • Hold Meeting • Create Action Plan • Complete School Health Index 	<ul style="list-style-type: none"> • Hold Meeting 	<ul style="list-style-type: none"> • 14: Mid-Year Report Due • Hold Meeting
Bronze #3: Power-Up Committee		<ul style="list-style-type: none"> • Select Power-Up Committee members 	<ul style="list-style-type: none"> • Hold Meeting • Create Action Plan 	<ul style="list-style-type: none"> • Hold Meeting 	<ul style="list-style-type: none"> • Hold Meeting
Bronze #4: Gold Medal Mile (GMM)			<ul style="list-style-type: none"> • Create GMM Course • Work on Awareness Campaign 	<ul style="list-style-type: none"> • GMM Kick-Off • Promote GMM 	<ul style="list-style-type: none"> • Promote GMM • Walk GMM
Bronze #5: Power-Up Surveys		<ul style="list-style-type: none"> • Distribute Power-Up Surveys 	<ul style="list-style-type: none"> • 19: Power-Up Surveys Due 		
Miscellaneous		<ul style="list-style-type: none"> • Green Ribbon Month • Fruits & Veggies – More Matters Month 	<ul style="list-style-type: none"> • 3: Walk to School Day • 23-31: Red Ribbon Week 		



Bronze Timeline

Events	January	February	March	April	May
Bronze #1: Comprehensive Tobacco Policy	• Write draft of comprehensive tobacco policy if existing policy has less than 11 points	• 15: Draft of tobacco policy due		• Turn in final tobacco policy with end-year report	
Bronze #2: School Health Council	• Hold Meeting	• Hold Meeting	• Hold Meeting	• 18: End-Year Report Due • Hold Meeting	• Hold Meeting
Bronze #3: Power-Up Committee	• Hold Meeting	• Hold Meeting	• Hold Meeting	• Hold Meeting	• Hold Meeting
Bronze #4: Gold Medal Mile (GMM)	• Promote GMM • Walk GMM	• Promote GMM • Walk GMM	• Promote GMM • Walk GMM	• Promote GMM • Walk GMM	• Promote GMM • Walk GMM
Bronze #5: Power-Up Surveys					
Miscellaneous		• 2: Go Red for Women Day	• Nutrition Month		• 31: World No Tobacco Day • Physical Fitness and Sports Month • Awards Assembly

Welcome Packet

What is Gold Medal Schools Power-Up?

A Gold Medal Schools Power-Up school is committed to changing the school's health environment.

The Gold Medal Schools (GMS) Power-Up program works by assisting schools that serve teens in developing strong health policies and changes to the school's environment that support nutrition, physical activity, and tobacco prevention. Power-Up will help to create a sustainable and healthy school environment for students, faculty and staff to enjoy for years to come. Schools can achieve various recognition levels in the program: Bronze, Silver and Gold. In addition, this program gives more control to its target population—the students. Students are given leadership roles to decide how to get their health messages across to their peers.

Power-Up is an extension of the GMS elementary school program, where the focus is on the school's environment to make sure students and staff are learning and demonstrating healthy lifestyles. Power-Up focuses on policy and environmental changes, not curriculum changes. Our mission statement is:

- Eat Smart- Improve nutrition intake for students, faculty and staff
- Move Smart- Increase physical activity levels of students, faculty and staff
- Be Smart- Decrease tobacco use among adolescents

Successful implementation of Power-Up will help you get your school on a path toward a tradition of health. By becoming a part of this program, you will also become part of an elite community and network of schools taking charge of the health of their students and staff and excelling in academics as a result.



Welcome Packet

Gold Medal Schools Facts

Now in its seventh year, Gold Medal Schools has positively impacted the majority of Utah's elementary schools. Now expanding into middle schools, Gold Medal Schools and Gold Medal Schools Power-Up are creating a sustainable tradition of health in all Utah schools.

- 324 elementary schools have participated in the elementary school program
- More than 160,000 elementary students have been reached
- 2,246 healthy policies have been written and implemented
- Three junior high schools are piloting Gold Medal Schools Power-Up this school year.

What have the elementary schools experienced?

"Oquirrh Hills Elementary students and staff are honored to be part of Gold Medal Schools. The program has given our school the opportunity to make nutrition and healthy lifestyles a part of our school day. GMS is very important to us, and has contributed to our success at Oquirrh Hills in many different areas."

-Jane McLure, Principal
Oquirrh Hills Elementary

"After just two years in the program, our overall attendance improved by 3.8 percent, which meant 2,671 fewer absences. More grades started walking during morning recess, which means the students were walking about 15-20 minutes daily as a grade. There were 97 fewer citations given out during that time of day- a huge improvement. Most impressive though were our CRT test scores. For 6th grade we saw a 15 percent increase in Language Arts scores and a 12 percent increase in Math."

-Bill Koehler, Teacher and GMS Coordinator
Academy Park Elementary

"I like being a Gold Medal School because it helps me become more healthy and helps me be in physical shape. And it helps my heart. It also helps me run faster and helps other kids at North Star Elementary become healthy."

-Jose Valdez, 5th Grade Student
North Star Elementary



Welcome Packet

Why is this program needed?

Over the past few decades, both childhood and adult obesity rates have steadily increased in Utah and the U.S. A 2006 study completed by the Utah Department of Health revealed that nearly one in four (22.5%) of Utah's kindergarten through 8th grade students were at an unhealthy weight. Similarly, a 2005 Utah Youth Risk Behavior Survey (YRBS) indicated that 17% of adolescents were at an unhealthy weight.

Data has shown that students' physical activity levels have increased over the past few years. Still, 39% reported attending no physical education classes in an average school week, while 19% reported spending at least three hours watching TV on an average school day. Additionally, 80% ate less than the recommended daily amount of fruits and vegetables.

Today many of our youth are at risk of living shorter, less healthy lives than their parents. Tobacco-use, poor dietary behaviors and physical inactivity increase this risk and contribute to major causes of death including heart disease, stroke, diabetes and some forms of cancer. Most often these health behaviors are established during youth.

Schools can be influential in a teen's decision to avoid unhealthy habits. Besides improving physical fitness, a healthy school environment can help increase a student's capacity to learn, improve mental alertness, improve self-esteem and reduce absenteeism. Providing opportunities for students to learn about and practice healthy habits can improve their quality of life.



Welcome Packet

What is my role as a School Coordinator?

Responsibilities

- Sign the Power-Up application.
- Attend the Power-Up annual training.
- Review Power-Up resources to become acquainted with the program: listserv, Web site and Power-Up Guide.
- Form a School Health Council if one does not already exist at your school.
- Actively participate on the School Health Council.
- Form a student Power-Up Committee.
- Oversee and attend Power-Up Committee meetings with the students.
- Educate faculty and staff about Power-Up.
- Attend meetings with the Local Health Department three times a year.
- Write school policies.
- Write mid-year progress and end-year reports to show Power-Up progress.
- Serve as a resource to the school for questions, information and materials.
- Provide ongoing assistance to the school in completion of goals.

Practical tips for overseeing the student Power-Up Committee

As you know, 12-15 year-old students are a great, vivacious group to work with. Youth this age are beginning to explore abstract thinking and want to influence the world around them. Your goal as advisor is to guide the students in taking ownership of their Power-Up projects. When mentoring youth, make sure they feel safe and secure, valued, and that their lives and participation in Power-Up have meaning and purpose.

Tips to promote the spirit of mentoring

- Keep an open mind and be flexible.
- Focus on your students' performance, not just the outcome.
- Be aware of your students' skills. Create opportunities for their talents to shine and guide them through new challenges.
- Don't hide behind your desk. Sit alongside the students; this creates a more informal atmosphere.
- Allow room to dream. Take the 'but' out of your sentences as much as possible.
- Encourage all of your students to participate in class discussions. Ask the opinions of quiet students.
- Use meeting situations to teach life skills (i.e., resolving conflicts, improving communication skills, problem-solving, and so on). Think about having your group set some ground rules on how they would like to handle disagreements.
- Celebrate your successes! Create certificates to hand out or hold a small party at the end of each project.
- Be real! As long as you are sincere, you and your students will value their experience.

*Adapted in part from Youth Empowerment Seminars www.yess.co.nz/index.html



Welcome Packet

First steps

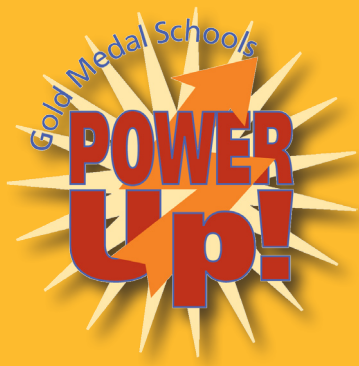
1. **Become familiar with the Power-Up program.**
Review the Power-Up Guide thoroughly to become familiar with the program.
2. **Contact your Local Health Department representative.**
If you haven't already heard from your Local Health Department (LHD) representative, give them a call to let them know you're ready to get started.

LHD Representatives Contact Information [page 41](#).
3. **Mark important dates and trainings on your calendar.**
Please see the [timeline](#) for these dates.
4. **Form a School Health Council.**
See [Bronze #2](#) in the Power-Up Guide for details.
5. **Form a student Power-Up Committee.**
See [Bronze #3](#) in the Power-Up Guide for details.
6. **Arrange the first meeting for the School Health Council.**
7. **Arrange the first meeting for the Power-Up Committee.**

Resources

- The **School Health Council** will help you implement the Power-Up program.
- The **Power-Up Committee** will assist in implementing the GMS Power-Up program. This group of members will help create health messages, awareness campaigns, policies, and peer interaction with the program.
- A **Local Health Department representative** will be available for questions and assistance
- The **Gold Medal Schools Power-Up Guide** is a step-by-step tool to help your school implement the Power-Up program.
- Free **trainings** will be provided each year to help you achieve the criteria.
- The **Utah Department of Health** oversees the program statewide and provides resources and trainings to the schools.





Wellness Policy vs. Power-Up

Your school may already be implementing many of the Gold Medal Schools Power-Up criteria. See how Power-Up fits in with many district wellness policies below.

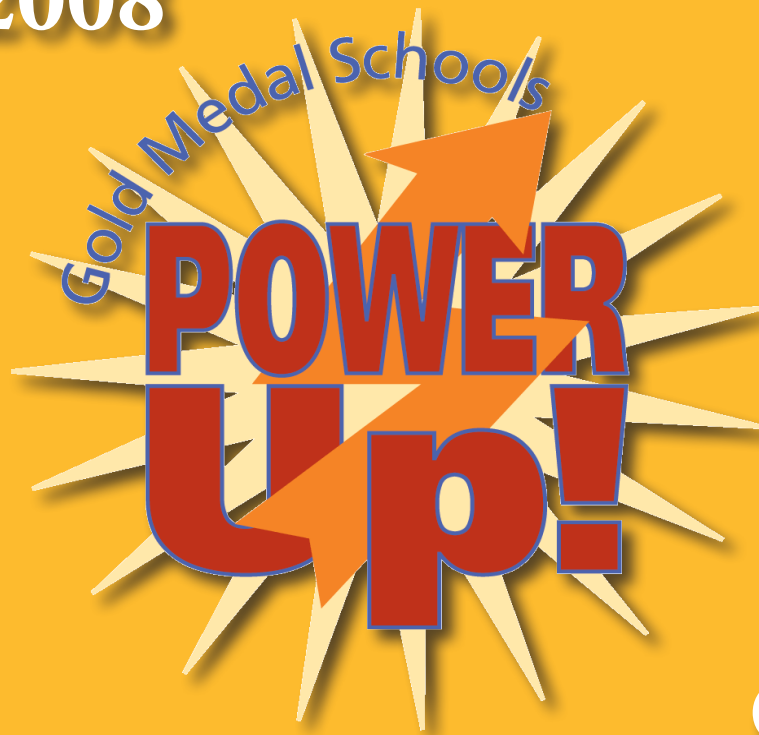
District Wellness Policies	Power-Up Requirement
I. School Health Councils: The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies.	Bronze #1: Establish a School Health Council.
II. Nutritional Quality of Foods and Beverages Sold and Serviced on Campus: If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.	Gold #1: Write a policy requiring that healthy choices are offered wherever food or beverage is available outside of school meals.
II. Nutritional Quality of Foods and Beverages Sold and Serviced on Campus, Fundraising Activities: School fundraising activities will not involve food or will use only foods that meet the nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity.	Criteria Menu #8: Require all organizations to raise funds by selling only non-food items.
III. Nutrition and Physical Activity Promotion and Food Marketing: Staff Wellness: School District highly values the health and well being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.	Silver #2: Write a policy establishing an ongoing faculty and staff wellness program.
IV. Physical Activity Opportunities and Physical Education: All physical education will be taught by a certified physical education teacher.	Criteria Menu #9: Require P.E. teachers to attend one GMS/USOE approved professional development course each year.
IV. Physical Activity Opportunities and Physical Education, Physical Activity Opportunities Before and After School: All schools will offer extracurricular physical activity programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students.	Criteria Menu #6: Offer a variety of competitive and non-competitive physical activity programs accessible to all students.

Wellness Policy vs. Power-Up

<p>IV. Physical Activity Opportunities and Physical Education, Safe Routes to School: The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school.</p>	<p>Silver #4: Promote Safe Routes to School by developing a Student Neighborhood Access Program (SNAP) plan and map.</p>
<p>IV. Physical Activity Opportunities and Physical Education, Use of School Facilities Outside of School Hours: School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.</p>	<p>Criteria Menu #2: Allow students and community members to use the physical activity facilities outside school hours.</p>



2007-2008



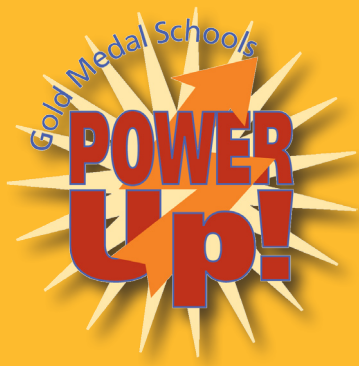
Guide

Nutrition Resources

Use the following links to help you provide additional nutrition information to school staff, students and the community.

[Nutrition Web Sites](#)

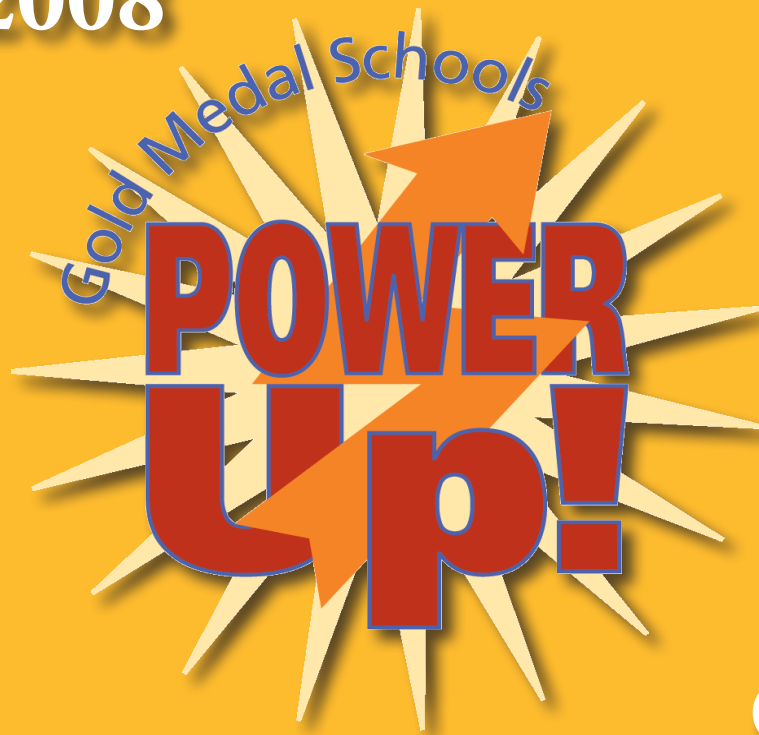
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Nutrition Web sites

- Action For Healthy Kids Food Standard Recommendations - www.hearthighway.org/gms/gmsguide/pdfs/recommendations.pdf
- Dairy and School Wellness Fact Sheet - www.nationaldairycouncil.org/NR/rdonlyres/D1C89637-176D-4BCD-93DA-776C8B6435A2/0/DairyandSchoolWellnessFactSheet.pdf
- Fruits & Veggies: More Matters TM - www.fruitsandveggiesmorematters.org/
- MyPyramid - www.mypyramid.gov/
- Promoting Fruits and Vegetables - www.hearthighway.org/gms/gmsguide/pdfs/promoting.pdf
- Team Nutrition - teamnutrition.usda.gov/educators.html
- We Can - www.nhlbi.nih.gov/health/public/heart/obesity/wecan/
- Other Web Sites - www.hearthighway.org/gms/gmsguide/pdfs/websites.pdf

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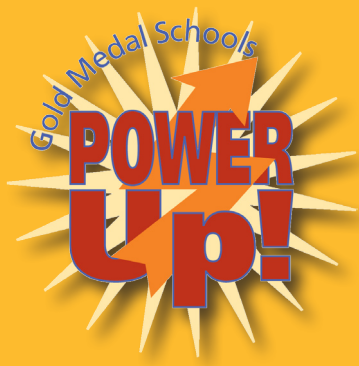
Guide

Physical Activity Resources

Use the following links to help you provide additional physical activity information to school staff, students and the community.

[Physical Activity Web Sites](#)

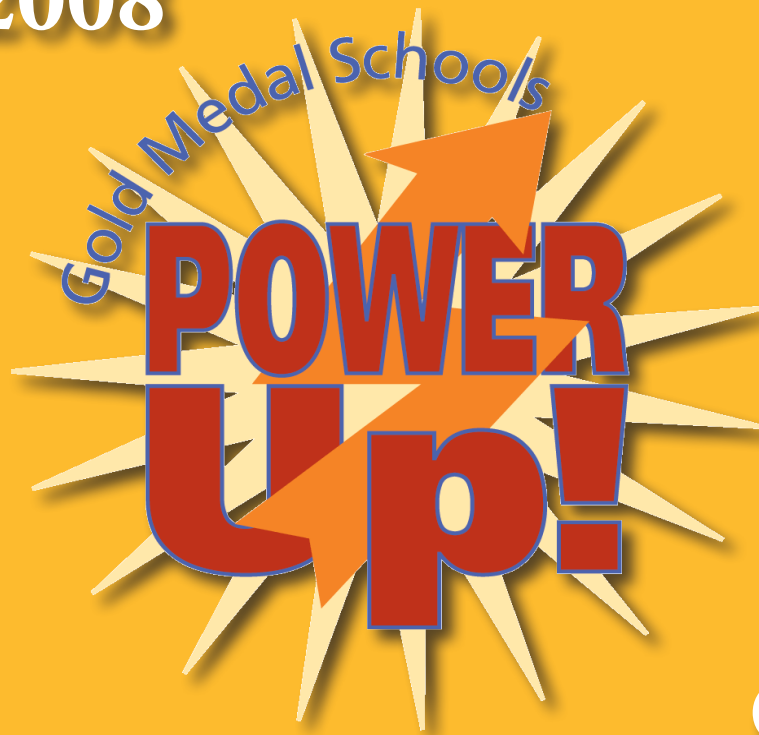
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Physical Activity Web Sites

- Books - www.humankinetics.com
- News, resources, lesson plans - www.pecentral.org
- Information about the President's Fitness Challenge - www.presidentschallenge.org
- Newsletter, lesson plans www.teachphysed.com
- Statewide events & news www.uahperd.org
- Core Curriculum www.schools.utah.gov/curr/pe_health/default.htm

2007-2008



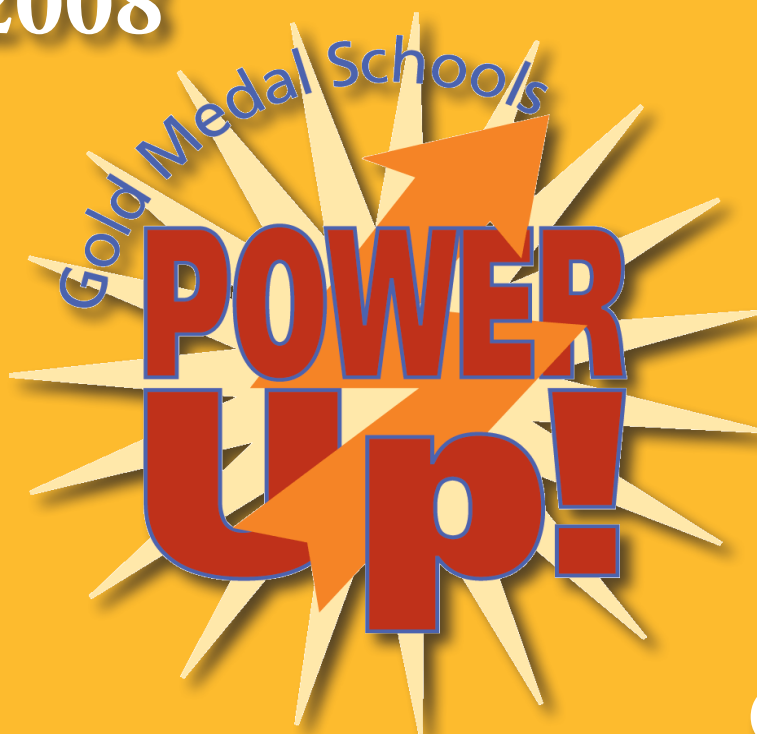
Guide

Tobacco Prevention Resources

Use the following links to help you provide additional tobacco prevention information to school staff, students and the community.

<u>Adult Cessation</u>	70
<u>Facts for Youth</u>	78
<u>Tobacco Prevention Policy</u>	80

2007-2008

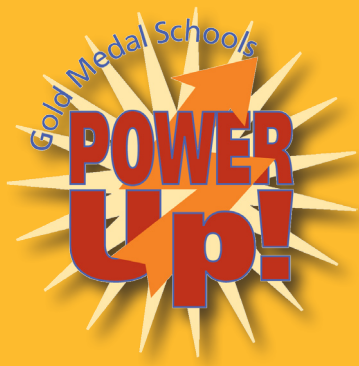


Guide

Adult Cessation

The following pages provide information and resources that will help adults quit using tobacco.

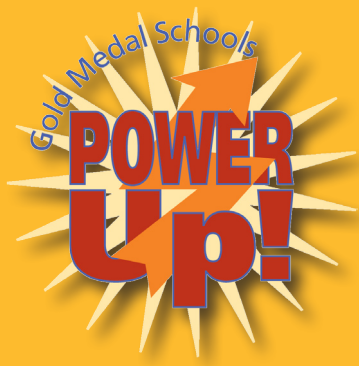
<u>Cessation Activities</u>	71
<u>Why Quit?</u>	72
<u>How to Quit</u>	73
<u>Utah Quitline Facts</u>	74
<u>Utahquitnet.com Facts</u>	75
<u>Secondhand Smoke</u>	77



Adult Cessation Activities

Cessation Activity Examples and Suggestions

- Ideas to distribute cessation program information:
 - ▶ Make announcements at PTA meetings or meetings involving community members and parents.
 - ▶ Mail information about the program to parents.
- Promote Teen and Adult Quit Lines (1-888-567-TRUTH) and Utah QuitNet (www.utahquitnet.com)
- Advertise multi-language services of the Utah Quit Line and Spanish services of Utah QuitNet.
- Coordinate efforts of cessation programs offered through school, community agencies, and the juvenile court system.
- Conduct smoke-free home and car campaigns.
- Increase awareness among employees, parents, and families of students (e.g., through training or special events) of how to create and maintain supportive atmosphere for students and adults who want to stay free of tobacco-use.
- Develop or expand tobacco-free activities for youth and employees (e.g., after-school activities, Saturday support groups).



Why Quit?

Your Health

Regardless of a smoker's age, smoking history, or health status, there are several benefits to quitting smoking:

- Quitting smoking decreases the risk of lung cancer, and many other kinds of cancer, including cancer of the mouth, voice box (larynx), bladder, kidney, pancreas and cervix.
- Smoking causes premature wrinkling of the skin, bad breath, bad-smelling clothes and hair, and yellow fingernails.
- People who quit smoking live longer than those who continue to smoke.

Cost

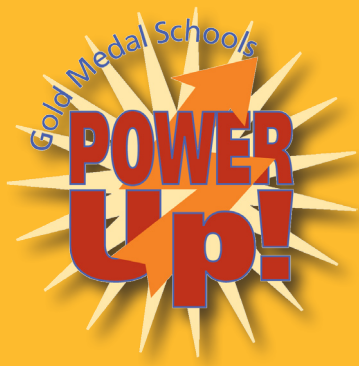
Smoking is expensive. To figure out how much you spend on cigarettes per year: multiply the number of packs you smoke per day (be honest) by the cost per pack. Then multiply by 365 days per year. Multiply the cost per year by 10 (for the upcoming ten years of smoking). What would you rather do with that much money?

Setting an Example

Children whose parents smoke are more likely to start smoking themselves. You can become a good role model for them by quitting now, and protect them from secondhand smoke.

When smokers quit - the benefits continue over time

- 20 minutes after quitting: blood pressure drops to a level close to that before the last cigarette. Temperature of hands and feet increases to normal
- 8 hours after quitting: carbon monoxide level in the blood drops to normal
- 24 hours after quitting: chance of heart attack decreases
- 2 weeks to 3 months after quitting: circulation improves; lung function increases up to 30%
- 1 to 9 months after quitting: coughing, sinus congestion, fatigue, and shortness of breath decrease; cilia regain normal function in the lungs, increasing the ability to handle mucus, clean the lungs, and reduce infection
- 1 year after quitting: excess risk of coronary heart disease is half that of a smoker's
- 5 years after quitting: stroke risk is reduced to that of a nonsmoker 5-15 years after quitting
- 10 years after quitting: lung cancer death rate is about half that of a continuing smoker's; risk of cancer of the mouth, throat, esophagus, bladder, kidney, and pancreas decreases
- 15 years after quitting: risk of death for ex-smokers returns to nearly the level of persons who have never smoked



How to Quit

Steps to help you prepare for your Quit Day:

- Pick the date and mark it on your calendar.
- Write down the reasons why you want to quit and review them regularly.
- Tell friends and family of your quit day.
- Remove tobacco products from your home, office and car.
- Stock up on sugarless gum, cinnamon sticks, carrot sticks, hard candy, etc.
- Decide on a plan. Will you use nicotine replacement therapy such as the patch or gum? Will you attend a smoking cessation class? If so, sign up now. How will you avoid triggers?
- Review past quit attempts. What worked? What didn't?
- Practice saying, "No thank you, I don't smoke."
- Avoid alcohol for at least the first two weeks after your quit day.
- Consider medications, nicotine replacement therapy or bupropion, to relieve withdrawal symptoms.
- Call the Utah Tobacco Quit Line or log on to Utah QuitNet.
- Set up a support system. This could be the Utah Tobacco Quit Line, Utah QuitNet, a group class, Nicotine Anonymous, or a friend who has successfully quit and is willing to help you.

Successful quitting is a matter of planning and commitment, not luck.

Decide now on your own plan. Spend a few days identifying what triggers you to smoke. Plan what you are going to do in those situations/how you are going to avoid them.

Use the ideas below to help you keep your commitment to quitting:

- Avoid people and places where you are tempted to smoke. Later on you will be able to handle these with more confidence.
- Alter. For example, switch to soft drinks or water instead of alcohol or coffee. Take a different route to work; take a brisk walk instead of a coffee/smoke break.
- Alternatives. Use oral substitutions such as sugarless gum, toothpicks, hard candy, raw vegetables such as carrot sticks, or sunflower seeds. Handling substitutes such as stress balls can also be helpful.
- Activities. Exercise or hobbies that keep your hands busy (needlework, woodworking, etc.) can help distract you from the urge to smoke.
- Deep Breathing. When you were smoking, you breathed deeply as you inhaled the smoke. When the urge strikes now, breathe deeply and picture your lungs filling with fresh, clean air. Remind yourself of your reasons for quitting and the benefits you'll gain as an ex-smoker.
- Delay. If you feel that you are about to light up, delay. Tell yourself you must wait at least 10 minutes. Often this simple trick will allow you to move beyond the strong urge to smoke.

For help in quitting, call the Utah Tobacco Quit Line at 1-888-567-TRUTH or visit www.utahquitnet.com.



Utah Quit Line

Telephone number

1-888-567-TRUTH
(1-888-567-8788)

TTY: 1-877-777-6534

Spanish:
1-877-629-1585

Hours of operation

Monday -Thursday: 6 a.m. to 10 p.m.

Friday: 6 a.m. to 8 p.m.

Saturday: 7 a.m. to 6 p.m.

Sunday: 7 a.m. to 6 p.m.

Target population

Teen and adult tobacco users in Utah.

Intervention descriptions

Callers to the Quit Line are eligible for one or more of the levels of service described below. Eligibility for adults is determined by the caller's insurance coverage, readiness to quit and caller's preference. Eligibility for teen callers is determined by the caller's readiness to quit and preference.

Level 1: Information and referral

For callers not interested in quitting, or those looking for referral information only, resources and materials will be provided. A comprehensive database allows for callers to be referred directly to local cessation programs. All callers are offered a free Quit Kit with cessation information. The kit also includes a packet filled with items that can be used in lieu of tobacco, e.g., a worry stone, straw, etc.

Level 2: Brief Intervention and counseling

Callers who are not yet ready to quit will speak with a trained Cessation Specialist for up to 15 minutes. The Specialist will help the caller explore reasons for quitting and steps to take toward a successful quit attempt.

Level 3: Single in-depth intake and counseling

Callers who are ready to quit may speak with a trained Cessation Specialist for up to 40 minutes. The Specialist will explore the caller's pattern of tobacco use, barriers to successfully quitting, and strengths that would contribute to a successful quit attempt.

Level 4: Intensive cessation program

Callers interested in receiving follow-up services can enroll in the Quit Line's intensive telephone-based program. They will receive a series of four calls over a three to four month period with the timing of the calls dependent upon the caller's quit date and availability. A Cessation Specialist will provide a focused, purposeful intervention designed to enhance motivation and to facilitate behavior change.



Utahquitnet.com

My Quit: Personal Quitting plan

A road map for each user: Each time a user logs into Utah QuitNet, his/her starting point is a personalized “My Quit” page. This page summarizes site features she/he has used, makes suggestions as to what the next steps should be, and presents him/her with links to tailored quitting information and other self-assessments and tools.

Quit Date Wizard: This key tool walks users through the process of Setting a Quit Date. The date is combined with other information provided by the smoker to generate personalized help, such as a tailored Quitting Calendar & Journal. The Q-Gadget uses the quit date to calculate the savings in money and life expectancy for people who quit.

Community

Support Day and Night: QuitNet is home to the world’s largest online community of smokers and ex-smokers helping each other to quit and to stay quit. This mutual support exists through clubs, threaded discussion areas called forums, and small groups of “Buddies” who decide to support each other because of similarities in their personal profiles, quit dates or use of quitting medication.

Resources: Tailored to Utah Users

QuitNet’s Quitting Guide features an individually tailored introduction and a comprehensive guide to quitting based on the information provided by the user. Users may also search for programs in their area using their zip code.

Expert Support: Individual Counseling

Expert Advice: State certified counselors are on duty seven days a week. They provide primary treatment, much like phone counselors. Counselors staff two expert forums for general questions and another for medication related questions and discussions. One-to-One counseling is available up to 14 times a year in English and Spanish.

Frequently Asked Questions: Users can search over 350 frequently asked questions and answers.

Self-Assessment Tools: Utah QuitNet provides questionnaires that enable a smoker to assess his/her readiness to quit, level of addiction and stage of quitting. The user’s answers triggers personalized responses and suggestions.

Personalized E-mail support: Users who have quit or set a quit date may choose to receive personalized quit tips and anniversary messages. The e-mails include the user’s quitting statistics (quit date, money and lifetime saved, site usage), tailored quitting advice and, a Nicotine Replacement Treatment (NRT) tip and coupon based on the user’s reported medication use, QuitNet community management tools, and tobacco news. Anniversary messages are delivered over an 18-month period and celebrate all milestones.

Utahquitnet.com Facts

Quit Med Support: Counseling, Facts & Discounted Nicotine Replacement Treatment (NRT)

Medication Guide: QuitNet's easy-to-read guide helps users sort out the pros and cons of different options in plain English!

Medication WizardSM: The Wizard helps the user determine which, if any quitting medication is best for him/her, and provides dosing and usage information.

Discounted NRT: A coupon delivery system delivers targeted coupons to those who select the nicotine gum, nicotine patch or nicotine lozenge in their medication plan.

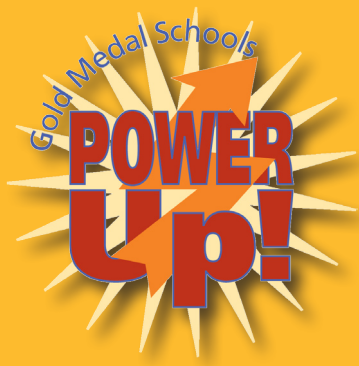
Expert Counseling: Special support forums and one-on-one counseling services are available for those who want help with medication use.

Utah QuitNet has a simple, but important mission: to help people in Utah quit using tobacco

On average, a support message is posted every minute of every day.

On QuitNet, you are never alone.





Secondhand Smoke

What are the Dangers of Secondhand Smoke (SHS)?

- Over 4,000 chemicals are found in a single puff of smoke. ¹
- 3,000 Americans die each year from lung cancer caused by SHS. ²
- SHS can cause lung cancer in healthy nonsmokers. A nonsmoker who is married to a smoker has a 30% greater risk of developing lung cancer than a nonsmoker living with a nonsmoker. ³
- 62,000 Americans die each year from heart disease caused by SHS. ⁴
- SHS causes thousands of new childhood asthma cases in the US every year. ²
- Children whose parents smoke are more likely to suffer from pneumonia or bronchitis in the first two years of life than children who live in smoke-free households. ⁵
- SHS can affect nonsmokers by causing eye irritation, headaches, nausea, and dizziness. ^{2,6}
- More young children are killed by SHS than by all unintentional injuries combined. ²

How can a Smoker Protect Their Child from Secondhand Smoke?

- Smoke outside, at least 25 feet from the house.
- Do not smoke in the car with children. ²
- Ask adults who care for your child, or who visit your home, not to smoke near your child. Encourage them to take it outside for your child's sake. ¹
- Make a rule that smoking is not allowed inside your home.

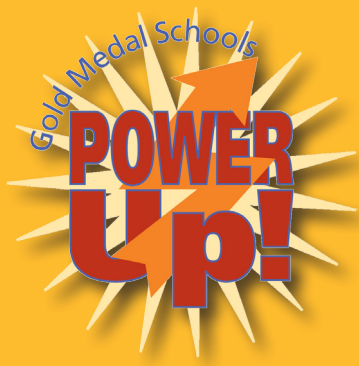
Secondhand Smoke in Utah

- 4.3% or 31,900 of Utah children (age 17 or under) live in a home where somebody smokes inside the home.
- ⁸ 59% of Utah youth are exposed to secondhand smoke in outdoor settings every week. ⁹

Sources

1. www.cdc.gov/tobacco
2. http://cancercontrol.cancer.gov/tcrb/nci_monographs/MONO10/MONO10.HTM
3. <http://www.cdc.gov/nasd/docs/d001001-d001100/d001030/d001030.html>
4. Reducing Tobacco Use: A Report of the Surgeon General. 2000
5. Dybing, E. & Sanner, T. (1999.) Passive Smoking, Sudden Infant Death Syndrome (SIDS) and Childhood Infections. Hum.Exp.Toxicol 18, 202-205.
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For help in quitting, call 1-888-567-TRUTH or visit www.utahquitnet.com



Facts for Youth

Anti-Tobacco Facts

- About 60% of Utah teens who smoke want to quit.
- Cigarettes kill more Americans each year than AIDS, alcohol, car accidents, murders, suicides, illegal drugs, & fires combined!
- Every day in the U.S., 3,000 teens & children become regular smokers. 1,000 of those will eventually die as a result of smoking.
- Those who die from smoking would have lived 12-15 years longer if they had never started.
- Cigarettes contain more than 4,000 chemicals. 450 of those cause cancer & three are radioactive.
- The chemicals found in cigarettes are the same found in rat poison, toxic sewer gas, rocket fuel, gas chamber poison, & dead body preservatives.
- Spit tobacco contains hundreds of poisons, carcinogens, & radioactive substances.
- Each year, the tobacco industry spends more than \$11 billion on advertising & promoting tobacco products in the U.S.
- 43,500 Utah children are exposed to secondhand smoke in their homes.
- More than 90% of Utah teens don't think smoking is cool.
- Smoking weakens your athletic ability, makes you smell bad, & colors your teeth.
- Most young people who smoke will continue to smoke as adults. ₁
- The younger kids start to smoke, the more addicted they become. ₁
- Spit tobacco is not a safe alternative to smoking. ₃
- Smokers lose approximately seven minutes of their life for every cigarette they smoke. ₃
- Over 40 of the 4,000 chemicals in cigarette smoke can cause cancer. Also found in cigarettes are ammonia (used to clean toilets) and arsenic (rat poison). ₃

The Effects of Smoking on Health & Performance:

- Damaged respiratory system, increased nicotine addiction, and increased risk of other drug use. ₁
- Limited performance and endurance during physical activity. ₁
- Reduced lung growth and level of maximum lung function. ₁
- Increased chance for coughs and respiratory illnesses. ₁
- Poorer overall health, and association with mental health problems such as depression. ₂
- Increased risk of heart disease, stroke, and lung cancer. ₁
- Heart rate increased by two to three beats per minute faster than nonsmokers. ₁
- Three times more likely than nonsmokers to have shortness of breath. ₂

For help in quitting or for more information call the Utah Teen Quit Line @ 1-888-567 TRUTH or log on to www.utahquitnet.com

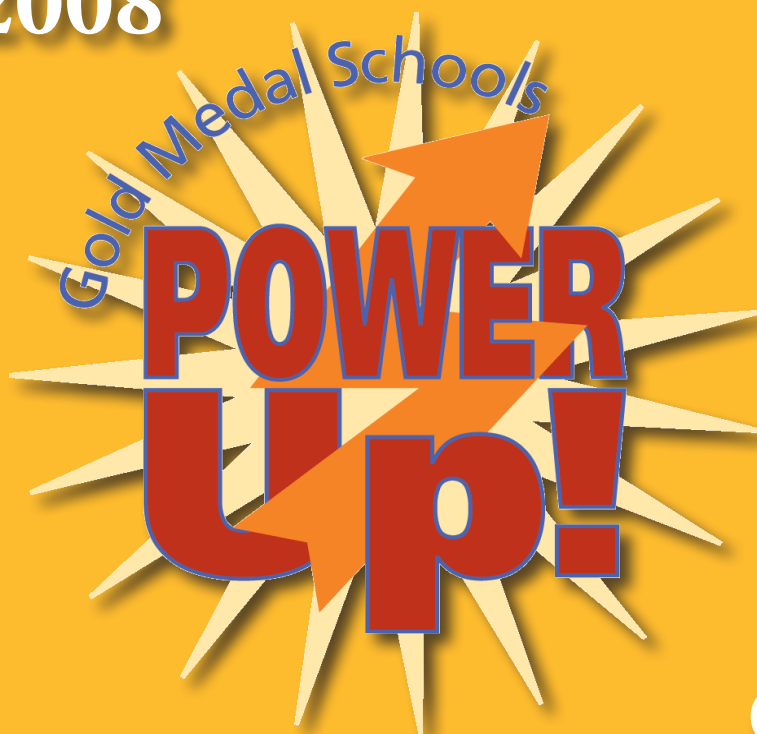
Facts for Youth

Sources

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2. Arday DR, Giovino GA, Schulman J, Nelson DE, Mowery P, Samet JM. Cigarette smoking and self-reported health problems among US
3. High school seniors, 1982-1989. American Journal of Health Promotion, 1995;10(2):111-116.
4. CDC Tips Web site found at www.cdc.gov/tobacco
5. Utah Youth Tobacco Survey 2003
6. Reducing Tobacco Use- Surgeon General's Report 2000



2007-2008

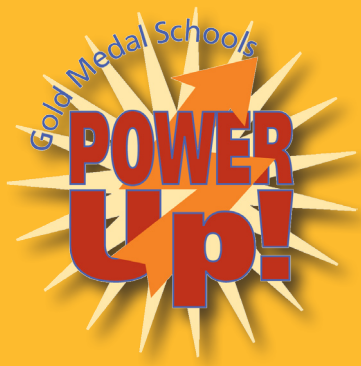


Guide

Tobacco Prevention Policy

The following resources will help you write your tobacco prevention policy.

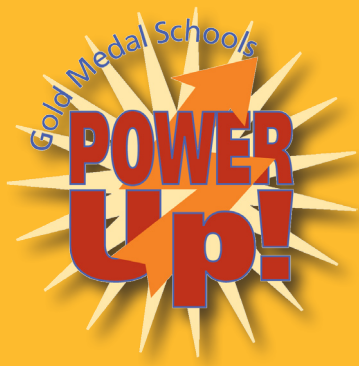
9 Steps for Writing the Policy	81
14 Points Checklist	82
Additional Laws	83
CDC Guidelines	www.hearhighway.org/gms/gmsguide/pdfs/cdcguidelines.pdf
Communicating the Policy	www.hearhighway.org/gms/gmsguide/pdfs/communicating.pdf
Supportive Arguments	86



9 Steps

Nine Steps for Writing the Tobacco Prevention Policy

1. Review the current policy.
2. Get commitment from stakeholders.
3. Form an advisory committee to revise the tobacco policy.
4. Develop a draft of the new policy.
5. Present the new policy to the School Board.
6. Plan implementation and enforcement strategies.
7. Communicate the policy throughout the school and community.
8. Implement the policy.
9. Conduct ongoing advocacy and evaluation of the policy.



14 Points Checklist

The Comprehensive Tobacco-Free Policy Must Include 11 of the Following Points:

1. Include rationale to justify need.
2. *Identify to whom it applies – students, staff, and visitors.
3. *Identify where it applies – school buildings, grounds, athletic events, etc.
4. *Identify when it applies – during school and non-school hours, at school and non-school sponsored functions held on school grounds, etc.
5. Prohibit Tobacco Advertising (e.g. on signs, T-shirts, or caps or through school sponsorship of school events.)
6. *Require that all students receive instruction on how to avoid tobacco use.
7. *Identify access and referral to cessation programs for students and staff.
8. *Address enforcement and violation issues.
9. *Identify and elaborate on enforcement strategies for all students, staff and visitors.
10. Identify and elaborate on roles and responsibilities of those who will be involved in enforcement.
11. *Develop/identify consequences for violation for students, staff and visitors. Be creative!
12. Address how educational and cessation programs will be used instead of punitive programs for student violators.
13. *Specify whether the school policy is consistent with the state and local laws.
14. Discuss procedures for communicating the policy to students, all school staff, parents or families, visitors, and the community.

*Required points



Additional Laws

Laws

76-10-105. Buying or possessing cigars, cigarettes, or tobacco by minors -- Penalty -- Compliance officer authority -- Juvenile court jurisdiction.

(1) Any 18 year old person who buys or attempts to buy, accepts, or has in his possession any cigar, cigarette, or tobacco in any form is guilty of a class C misdemeanor and subject to:

(a) a minimum fine or penalty of \$60; and

(b) participation in a court-approved tobacco education program, which may include a participation fee.

(2) Any person under the age of 18 who buys or attempts to buy, accepts, or has in his possession any cigar, cigarette, or tobacco in any form is subject to the jurisdiction of the Juvenile Court and:

(a) a minimum fine or penalty of \$60; and

(b) participation in a court-approved tobacco education program, which may include a participation fee.

(3) A compliance officer appointed by a board of education under Section 53A-3-402 may issue citations for violations of this section committed on school property. Cited violations shall be reported to the appropriate juvenile court.

Utah Indoor Clean Air Act

26-15-11. Statutes on smoking considered public health laws.

Title 26, Chapter 38, Utah Indoor Clean Air Act, is a public health law and shall be enforced by the department and local health departments.

26-15-12. Rules to implement statutes on smoking.

The department shall adopt rules necessary and reasonable to implement the provisions of Title 26, Chapter 38, Utah Indoor Clean Air Act.

26-38-1. Title.

This chapter is known as the "Utah Indoor Clean Air Act."

26-38-2. Definitions.

As used in this chapter:

(1) "Place of public access" means any enclosed indoor place of business, commerce, banking, financial service, or other service-related activity, whether publicly or privately owned and whether operated for profit or not, to which persons not employed at the place of public access have general and regular access or which the public uses, including:

(a) buildings, offices, shops, elevators, or restrooms;

(b) means of transportation or common carrier waiting rooms;

(c) restaurants, cafes, or cafeterias;

(d) taverns or cabarets;

(e) shopping malls, retail stores, grocery stores, or arcades;

(f) libraries, theaters, concert halls, museums, art galleries, planetariums, historical sites, auditoriums, or arenas;

(g) barber shops, hair salons, or laundromats;

(h) sports or fitness facilities;

Additional Laws

- (i) common areas of nursing homes, hospitals, resorts, hotels, motels, “bed and breakfast” lodging facilities, and other similar lodging facilities, including the lobbies, hallways, elevators, restaurants, cafeterias, other designated dining areas, and restrooms of any of these;
 - (j) any child care facility subject to licensure under this title, including those operated in private homes, when any child cared for under that license is present;
 - (k) public or private elementary or secondary school buildings and educational facilities or the property on which those facilities are located, but adults may smoke in designated smoking areas in private schools or educational facilities or on the grounds of private schools or facilities during nonschool hours; and
 - (l) any area where the proprietor or manager of the area has posted a conspicuous sign stating “no smoking”, “thank you for not smoking”, or similar statement.
- (2) “Private club” means a private club licensed under Title 32A, Chapter 5, Private Club Liquor Licenses.
- (3) “Publicly owned building or office” means any enclosed indoor place or portion of a place owned, leased, or rented by any state, county, or municipal government, or by any agency supported by appropriation of, or by contracts or grants from, funds derived from the collection of federal, state, county, or municipal taxes.
- (4) “Smoking” means the possession of any lighted tobacco product in any form.
- 26-38-3. Restriction on smoking in public places and in specified places -- Exceptions.
- (1) Smoking is prohibited in all enclosed indoor places of public access and publicly owned buildings and offices, except under Subsection (2).
- (2) Subsection (1) does not apply to:
- (a) (i) any building owned, rented, leased, or otherwise operated by a social, fraternal, or religious organization when used solely by the organization members or their guests or families; or
 - (ii) any facility rented or leased for private functions from which the general public is excluded and arrangements for the function are under the control of the function sponsor;
 - (b) workplace smoking areas as provided in Section 26-38-5;
 - (c) areas not commonly open to the public of owner-operated businesses having no employees other than the owner-operator;
 - (d) guest rooms in hotels, motels, “bed and breakfast” lodging facilities, and other similar lodging facilities, but smoking is prohibited under Subsection (1) in the common areas of these facilities, including dining areas and lobby areas;
 - (e) taverns, as defined in Section 32A-1-105;
 - (f) private clubs; and
 - (g) separate enclosed smoking areas:
 - (i) located in the passenger terminals of an international airport located in the city of the first class;
 - (ii) vented directly to the outdoors; and
 - (iii) certified, by a heating, ventilation, and air conditioning engineer licensed by the state, to prevent the drift of any smoke to any nonsmoking area of the terminal.

26-38-6. Local ordinances.

This chapter supersedes any ordinance enacted by the governing body of a political subdivision that restricts smoking and that is not essentially identical to the provisions of this chapter.



Additional Laws

26-38-7. Enforcement action by proprietors.

- (1) An owner or the agent or employee of the owner of a place where smoking is prohibited under Subsection 26-38-3(1) who observes a person in possession of a lighted tobacco product in apparent violation of this chapter shall request the person to extinguish the tobacco product.
- (2) If the person fails to comply, the proprietor or the agent or employee of the proprietor shall ask the person to leave the premises.

26-38-8. Penalties.

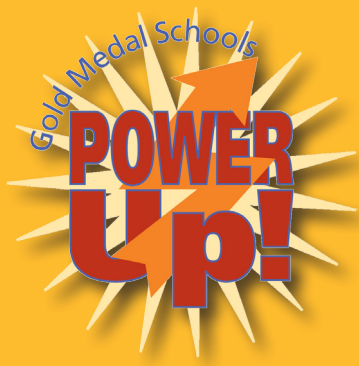
- (1) A first violation of Section 26-38-3, 26-38-4, or 26-38-5 is subject to a civil penalty of not more than \$100.
- (2) Any second or subsequent violation of Section 26-38-3, 26-38-4, or 26-38-5 is subject to a civil penalty of not less than \$100 and not more than \$500.

26-38-9. Enforcement of chapter.

- (1) The state Department of Health and local health departments shall:
 - (a) enforce this chapter and shall coordinate their efforts to promote the most effective enforcement of this chapter; and
 - (b) impose the penalties under Subsection 26-38-8 in accordance with this section.
- (2) When enforcing this chapter, the state Department of Health and the local health departments shall notify persons of alleged violations of this chapter, conduct hearings, and impose penalties in accordance with Title 63, Chapter 46b, Administrative Procedures Act.
- (3) Civil penalties collected under this section by:
 - (a) a local health department shall be paid to the treasurer of the county in which the violation was committed; and
 - (b) the state Department of Health shall be deposited in the General Fund.

<http://www.utah.gov/government/utahlaws.html>





Supportive Arguments

World Health Organization (WHO) Information Series on School Health

Tobacco Use Prevention: An Important Entry Point for the Development of Health Promoting Schools

World Health Organization

Geneva, 1999

www.who.int/school_youth_health/media/en/89.pdf

Centers for Disease Control and Prevention: Guidelines for School Health

Programs to Prevent Tobacco Use and Addiction

MMWR 1994; 43 (No. RR-2):[1-18]

www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm

Benefits of School Policy on Tobacco Use

- (Since) many students begin using tobacco before high school and impressions about tobacco-use are formed even earlier, tobacco use prevention education must be provided in elementary school and continued through middle and high school grades (CDC 1999).
- Policies that prohibit tobacco-use on school property, require prevention education, and provide access to cessation programs rather than solely instituting punitive measures, are most effective in reducing tobacco-use among students (CDC 1994).